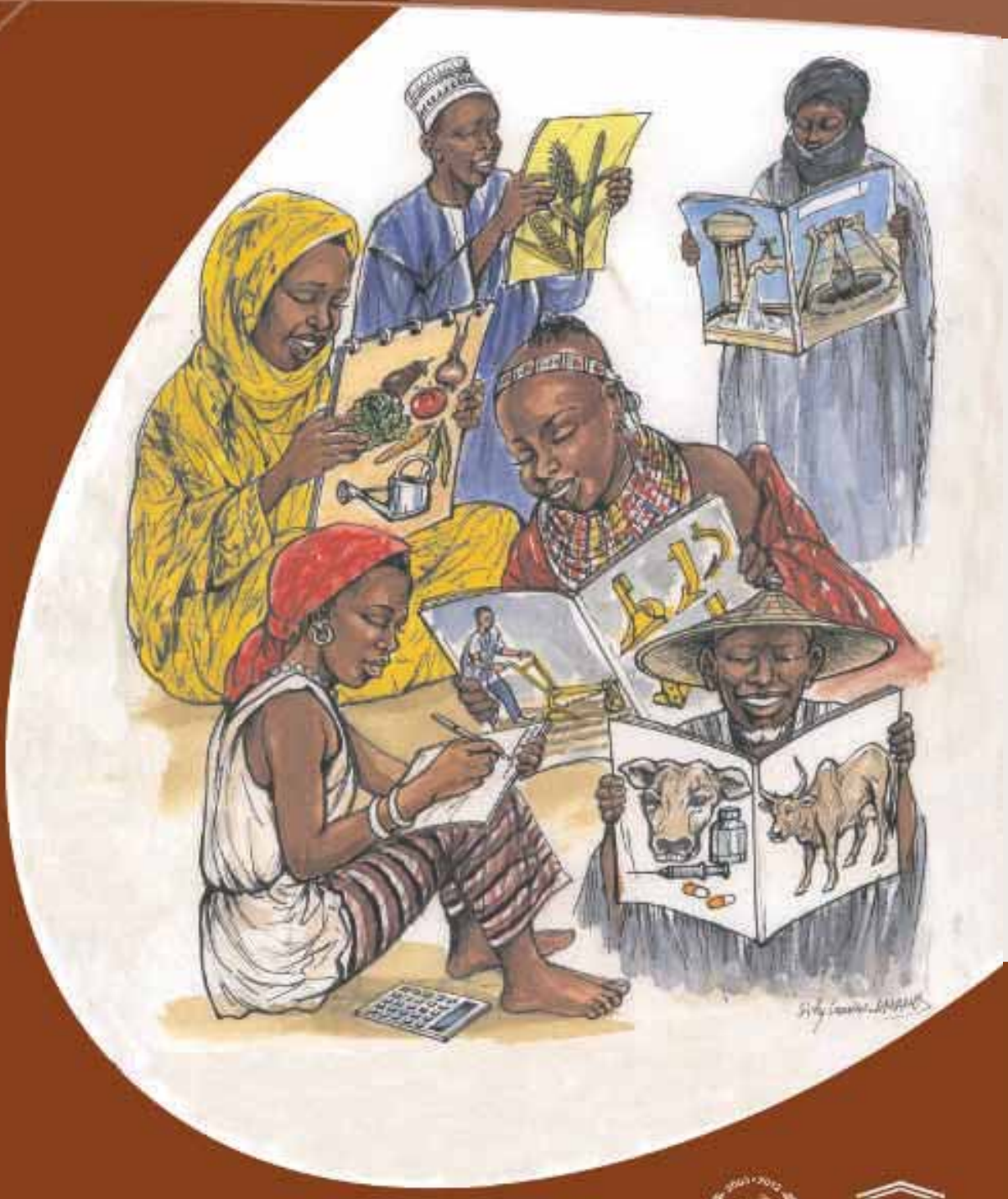
Handbook

for Literacy and Non-Formal Education Facilitators in Africa



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Handbook for Literacy and Non-Formal Education Facilitators in Africa

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Foreword

Today, 771 million adults worldwide are illiterate and approximately 103 million children are out of school. In Sub-Saharan Africa, 59.7% of the adult population was illiterate in 2004. *

The persistence of illiteracy is a major constraint for development in Africa. A rapid scaling up of literacy programmes, particularly for youth and adults, cannot be envisaged without addressing the lack of qualified personnel, well-defined training programmes as well as specialised institutional framework for non-formal education (NFE). It is within this context that the two regional workshops on "Capacity Building of Literacy and NFE Facilitators" were jointly organised in Africa by UNESCO and ISESCO. The first workshop was held from 27 September to 1 October 2004 in Dakar, Senegal, followed by the Bamako Workshop, organised from 25 to 29 July 2005, in Mali. The purpose of these regional consultations was to develop a common training framework to reinforce and accelerate national capacity building efforts for carrying out quality literacy programmes in a sustainable manner.

Given the urgent need for adequate training of NFE personnel in Africa, the Dakar Workshop strongly recommended the adoption of a systematic approach for capacity building of key NFE actors such as literacy facilitators, trainers, programme designers, policy makers as well as administrative personnel. Furthermore, the Workshop recommended the development of a regional resource package containing a series of training manuals for literacy facilitators. These manuals, while providing a common training framework for the countries in the region, could also be easily adapted to local and national contexts.

In line with the Dakar Workshop recommendations, a group of experts met at UNESCO Headquarters in Paris in May 2005 to prepare, with the support of the Section for Literacy and Non-formal Education, the draft of the "Handbook for Literacy and NFE Facilitators in Africa." The experts used the "Asian Handbook for Non-formal Adult Education Facilitators" and the "CLC Management Handbook" published by the UNESCO Asia-Pacific Programme of Education for All (APPEAL) both as a reference and as a source document. The draft Handbook for Africa was proposed as a working document at the Bamako Workshop. It was then reviewed and approved by the representatives of the participating countries.

The 18 African countries with high illiteracy rates were invited to the workshops. These countries are also considered priority countries by the Literacy Initiative for Empowerment (LIFE), which was launched by the Director General of UNESCO on 5 October 2005, at the 33rd session of the General Conference. Presently, 50% of the adult population is illiterate in 17 of these African countries, namely Benin, Burkina Faso, Central African Republic, Chad, Democratic Republic of Congo, Djibouti, Ethiopia, Eritrea, Gambia, Guinea, Guinea-Bissau, Madagascar, Mali, Mozambique, Niger, Senegal and Sierra Leone. In addition, Ethiopia and Nigeria each have an illiterate adult population of over 10 million.

** Source: 2006 EFA Global Monitoring Report*

Foreword

Within the framework of LIFE (2006-2015), this Handbook constitutes the first step towards developing a holistic regional resource package for capacity building of NFE personnel in Africa. It is designed for the facilitators to use as a basic guide for responding to the specific needs of the learners and promoting, accordingly, knowledge, skills and attitudes in reading, writing and numeracy.

It is important to understand that this Handbook is not meant to be used in isolation, but rather in support of existing national training policies and programmes. It should therefore be complemented by additional materials and tools produced locally and nationally, covering various specific topics that are relevant to the learners' lives and environment.

The Handbook is also intended for governmental entities responsible for literacy and NFE and which are expected to adapt it in accordance with the local contexts and needs and also to integrate it into their national training programmes. They will be encouraged to share it with NFE providers and practitioners to help support effective literacy programmes on a large scale.

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Director, Division of Basic Education

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Last but not least, on behalf of UNESCO, I would like to thank UNESCO APPEAL for providing the reference and source documents that inspired this publication, ISESCO for its financial and technical contribution, the National Commissions to UNESCO of the Republic of Mali and of Senegal as well as the UNESCO offices in Bamako and Dakar (BREDA) for their continued technical and logistic support throughout the two regional workshops on Capacity Building for Literacy and NFE facilitators in Africa.

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How to Use this Handbook

The main objective of this Handbook is to build the capacities of facilitators and other literacy and non-formal education personnel to promote learning and development at the community level. It aims at developing their skills and knowledge in literacy training, while sensitising them to issues that are at the very heart of adult literacy and education in Africa.

In this regard, each of the seven modules of the Handbook addresses an essential theme in the context of literacy and non-formal education in Africa:

Module 1: Community Sensitisation and Mobilisation for Development
Module 2: Identifying the Needs of the Learners
Module 3: Organisation, Running and Management of a Community-based Learning Centre (CBLC)
Module 4: Facilitating Adult Learning
Module 5: Assessment of Learning Achievement
Module 6: Capacity Building for Sustainability
Module 7: Specific Themes

The first six modules cover themes relating to knowledge and skills. The seventh module addresses the need for facilitators to enhance the life skills of their learners and to help them develop positive attitudes with regard to their environment.

Each module is divided into several sections, at the end of which there is an exercise to help check the reader's understanding. Pages have been provided at the end of this Handbook for writing the answers, and can also be used for taking personal notes.

To increase the efficiency of this Handbook, it is strongly advised to adapt it to the local needs and contexts of its beneficiaries. To this effect, some suggestions have been given in the annex to help develop the local version.

What is a facilitator?

The facilitator, in the context of this Handbook, is understood to be the person responsible for the supervision of learning and training at the grass roots level. According to the country, and even within the same country, different terminology may be used to replace the term "facilitator", such as "teacher", " animator", "monitor", "educator", "instructor", etc.

But regardless of the term used, the country representatives attending the Dakar workshop agreed that the person must be responsible for the following core tasks:

- Identify training/development needs of beneficiary communities and individuals as well as opportunities available in the area.
- Apply educational, learning and communication strategies adapted to different target groups.
- Undertake a support-advice strategy for the beneficiaries.
- Create and animate a learning centre.
- Monitor and assess learning and activities of the centre.

List of Acronyms

AIDS: Acquired Immune Deficiency Syndrome
CBLC: Community-based Learning Centre
CGA: Community General Assembly
CLC: Community Learning Centre
HIV: Human Immunodeficiency Virus
MC: Management Committee
NGO: Non Governmental Organization
STI: Sexually Transmitted Infection

Symbols

Objectives
Indicates the lessons to be learned in the section.

Exercise
Questions for practicing what has been learned in the section.

Case Study
Describes a real life situation related to the theme of the section.

Things to Remember
Summarises the most important ideas of the section

Learning Points
Gives additional information for understanding the section.

Self Evaluation
Helps the reader to check his/her understanding of the module.

Excercises and personal notes

For each section, there is an exercise to help the reader check her/his understanding. Pages have been provided at the end of this Handbook for writing the answers to the questions. These pages can also be used for taking personal notes.

module one

Community Sensitisation and Mobilisation for Development

module 1

Introduction

Section 1: What is a community?

Section 2: How do we enter a community?

Section 3: How can we find out the way a community works?

Section 4: Why should we mobilise the community?

Section 5: What are the techniques for mobilising a community?

Section 6: How can we integrate marginalised groups or individuals?

Self Evaluation

1 module

Community Sensitisation and Mobilisation for Development

Introduction

Community sensitisation and mobilisation is important for seeking community support and promoting its involvement in development activities that affect the lives of its members. An analysis of projects that have failed in the past shows that failure occurs because:

- the people concerned were not involved in the planning, implementation and monitoring of programmes which affected their lives;
- there was an insufficient level of participation of the beneficiaries.

Today, it is known that there is an urgent need to involve people in the process of identifying their needs and problems as well as in the choice of the solutions. These solutions should favour the use of local resources.

There are various ways of involving people in the analysis of problems, the planning, the implementation and the monitoring of development activities. Therefore, facilitators should be able to:

- Understand the values and norms of the community.
- Obtain information and share it with the community.
- Employ participatory techniques for the collection and use of information.
- Plan and conduct meetings between the different communities.
- Employ different communication techniques.
- Know how to work with adult communities.
- Have different working strategies with the community.
- Understand the local dynamics.
- Mobilise community resources and community actions.

This module contains the following sections that will help you to do the above:

Section 1: What is a community?
Section 2: How do we enter a community?
Section 3: How can we find out the way a community works?
Section 4: Why should we mobilise the community?
Section 5: What are the techniques for mobilising a community?
Section 6: How can we integrate marginalised groups or individuals?

For each section, there is an exercise to help you check your understanding. Pages have been provided at the end of this Handbook for writing your answers. These pages can also be used for taking personal notes.

Section 1: What is a Community?

By the end of this section, you should be able to:

- Describe what a community is.
- Describe at least five criteria that make a community.

Case study

The government has set up a project for supplying water, which requires a considerable financial contribution from each of the villages in the region wishing to benefit from it. Today, the village chief has called a meeting at the town square to decide what to do.

The meeting included heads of families, presidents of associations (women and youth associations etc.), representatives of past inhabitants who are now living in the city, locally elected members, traditional and spiritual leaders, esteemed members, the president of the agricultural cooperative and other groups.

The assembly must decide on the measures to be taken.

- **If you were the village chief, whom would you invite to the meeting?**
- **Explain why the village chief needed to call a meeting for this problem.**
- **What makes this village a community?**

From the above case, we noticed that the village is a community, which has:

- **A common land:** the boundary of the village;
- **A recognised administrative structure:** the chief and the organised groups.
- **Several groups** that are recognised as **members of the village.**
- **A common goal:** access to water;
- **A common value:** a participatory decision-making process thanks to a village assembly.

Learning points

Not all communities are based on the same criteria as seen in the above case. The criteria for bringing people together can differ.

In the case of a village:

- Common space (territory);
- Common authority (village chief, priest, Imam);
- Common culture and history;
- Common property (wells, schools, community clinic, literacy centre, church, mosque, etc.).

In the case of religious groups:

- Common religions and cults;
- Common values;
- Common activities;
- Common property (church, mosque, etc.);
- Common authority (priest, Imam, etc.).

In the case of co-operatives:

- Common activities;
- Common interests;
- Common property (warehouse, loft).

In the case of a literacy centre:

- Localisation;
- Common goals and objectives;
- Organisational structure, including the management committee;
- Groups organised within the literacy centre (learners, trainers, etc.).

Exercise

Based on the following criteria, describe the village or group you belong to:

1) Name or title;
2) Language(s);
3) Important events, celebrations;
4) Religion(s);
5) Social values;
6) Main activities;
7) Problems encountered;
8) Resources;
9) Organisation;
10) Commonly owned infrastructure and facilities.

Things to Remember

A community is an organised group of people based on criteria and common values that are shared by the different people. The different criteria for identifying a community could be a territory, language(s), religion, culture, profession, values and codes of conduct, common interests, etc.

A pearl is beautiful but alone it doesn't make a necklace. It is the thread which makes the necklace

Section 2: How do we enter a community?

By the end of this section, you should be able to:

- Explain the importance of gaining acceptance in a community.
- Describe the different ways of entering and gaining acceptance in a community.

Case study

A facilitator arrives in a Muslim peul village and invites the women to an information meeting. The next day, he finds himself alone at the start of the meeting. He turns to his host, who advises him to go and see the Imam.

With his kolanuts package, as is the custom, and accompanied by his host, the facilitator goes to visit the Imam and tells him his problem. He explains the advantages of literacy programmes for women and requests the Imam's blessings for the meeting. After this visit, the following meeting organised at the learning centre attracted a large crowd.

In another near-by village, the start-up activities of the community school were delayed because the Imam was opposed to them. With time, the facilitator was able to gain the respect of the Imam and managed to convince him to open the literacy centre, on the condition that a class of Koranic teaching be organised, under the supervision of the Imam.

- **Why did the facilitator find himself all alone on the first day of the meeting?**
- **How did he finally solve the problem? Thanks to whom?**

The facilitator did not realise that he could not simply invite the women of the villiage to a meeting without respecting the community's customs. He needs the support of recognised powers of authority to successfully carry out his activities and be recognised and accepted as a member of the community.

In the first example, we found that the facilitator came from a neighbouring community, but in many cases, facilitators having the required qualifications are selected from within the community. Whether from the same community or not, it is important that the facilitator respect the local cultural norms.

Facilitators should also clearly focus on the objectives while remaining flexible in the way they achieve them, especially when it comes to dealing with people. It is important that the facilitator know the values and taboos of the community and that s/he avoid breaking them.

Learning points

The facilitator must be aware that s/he might represent a cultural difference in the eyes of the community members. Therefore, her/his entry into a community will not always be easy.

S/he must know that s/he will need to identify the right people in the community who can explain to her/him the codes, taboos and rules of the community. S/he must also identify the people who can introduce her/him to the most influential members of the community.

Required behaviour

- Be humble (without being servile)
- Be simple
- Be tolerant & self-restrained
- Be honest
- Be open
- Have conviction in what one is doing
- Be persuasive
- Be patient

Exercise

1) What are the factors (attitude, gestures and words) that can determine whether or not you will be accepted or rejected by a community? List them in two separate columns.
2) Who are the people that can help you to gain acceptance in your community?
3) Have you experienced, or do you know of, cases of facilitators being accepted or rejected by their communities? Explain the reasons for their rejection or acceptance.

Things to Remember

To enter a community successfully, the facilitators need the support of the community and must be willing to listen to, and to take into consideration, the wishes of the community.

The facilitator is an additional pearl who brings even more shine to the whole necklace. But to do so, the facilitator must find someone who can undo the knots and put him/her on the thread.

Section 3: How can we find out the way a community works?

By the end of this section, you should be able to:

- Describe how a community works.
- Identify who the decision-makers are and the power distribution (formal and informal).
- Mobilise the right individuals or groups of individuals for community activities.
- Identify appropriate techniques and methods for information collection.

Case study

On the request of a youth group, an international non-governmental organisation (NGO) came to Omo-Rate village to construct a water well. Within a short period, and without seeking the participation of the community, the consultant of the NGO selected a site and began the construction. Once the well was constructed, government officials and NGO representatives organised an opening ceremony, but none of the elders of the community attended.

After the ceremony, the government officials and the concerned NGO representatives went to meet the community elders and ask them why they did not participate in the ceremony. The elders, consisting of the village chief, the spiritual leaders and the head of the women's group replied that the site where the water well had been constructed was a burial place and it was taboo to drink water from that place. Belatedly, the government officials and the NGO representatives realised that they should have consulted the community before starting the construction of the well.

- **Who are the decision-makers in the village?**
- **What was the result of not knowing the power structure?**
- **What would have been the proper way to go about constructing the well?**

The NGO entered into unknown territory. It did not know the social, cultural and administrative organisation of the village, nor the real power structure.

The NGO should have involved the greater community in the selection of the site for the construction of the well. The consultant of the NGO should have used participatory tools and techniques to collect information before selecting the site for the construction of the well.

Learning points

There are many tools and techniques for collecting information in a participatory way: direct observation, group interviews, diagrams, role-plays, stories, proverbs, workshops or visual tools which vary according to the kind of information we are looking for. For example, to collect chronological data, we can use the historic profile which allows us to become familiar with the history of the village chosen for a study (the significance of its name, the people who founded it and the major events that have marked it through time).

Some of the commonly used participatory tools are:

- Mapping (for example community mapping).
- Calendars (for example seasonal calendars).
- Matrices (for example simple and preference ranking matrices).
- Diagrams (for example Venn diagrams or income and expenditure trees).

Mapping

A map is a drawing of selected physical features on a flat surface (on the ground or on a large sheet of paper). The selected features for a village could be:

- The natural resources.
- The housing pattern(s).
- The poverty pattern(s).
- The location of marginalised groups.
- The cropping pattern(s).
- The territory of the village.
- The space and the area the village occupies.

Calendar

A calendar is a visual representation of a selected feature that takes place over time. By preparing a calendar, you can see and understand the pattern of the selected feature. The possible features could be:

- The rainfall pattern.
- The gender workload.
- Health.
- Income and expenditure.

To collect chronological data, we can also use a seasonal calendar. This tool allows you to collect information on the activities of populations throughout the year in order to get a precise idea of the problems they are faced with. It allows you to see how time is locally divided and to visualise the activities of the populations during the different periods of the year.

Section 3: How can we find out the way a community works?

Matrix

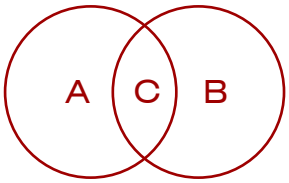
A matrix is a tabular representation that helps you to compare one selected feature with another. It is a rectangular set of numbers, letters, or other features arranged in rows and columns. Examples of matrices are:

- **Crop matrix:** crops grown are analysed.
- **Health matrix:** participants describe the curative methods they use for different illnesses.
- **Wealth ranking matrix:** participants discuss the social status in the village.

We can also use an historical matrix, especially for natural resource management. This tool allows you to better understand a situation that can arise in the future.

Diagram

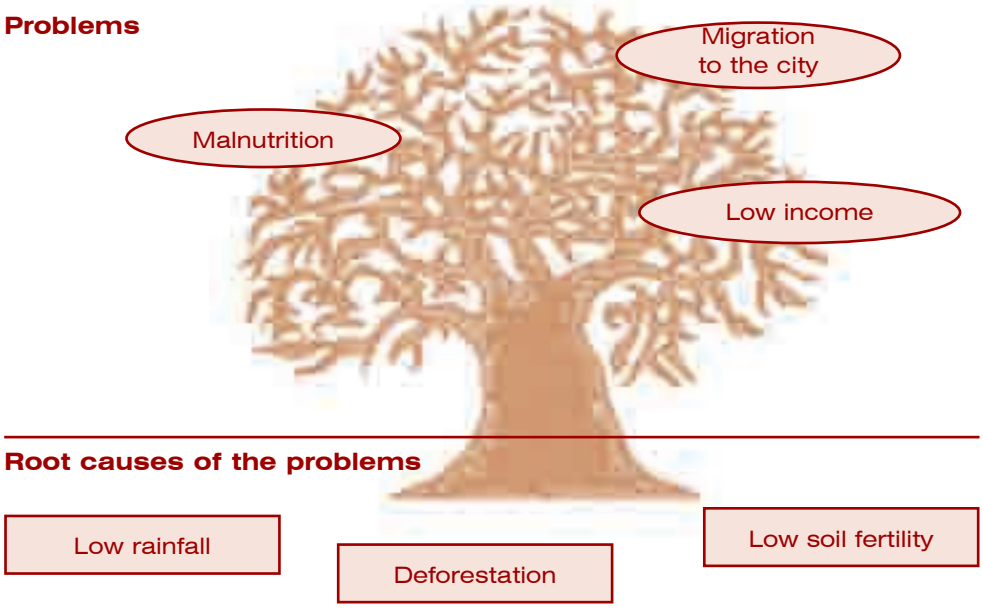
A diagram is a visual representation of features. For example, we can use a Venn diagram to show the various organisations within the community and the influential external organisations that can be contacted to support local development. In the drawing of the Venn diagram, every selected feature is represented by a circle. Superimposed circles show the intersections. The degree of superimposition shows the closeness of the collaboration between two or more elements.



Example of a Venn diagram

A problem tree is another kind of diagram that can be used to represent relations between the cause and effect of different phenomena. For example, an income and expenditure tree to show changes in income and expenditure and the causes of this phenomenon.

Example of a problem tree related to a bad harvest



Transect Walk

Whereas a map gives a bird's eye view of a region, a transect walk offers a profile of selected zones. It allows you to get a quick view of the characteristics of a community. It is used by villages to help them to better understand their socio- economic environment.

It is important to let people carry out the visualisation process themselves. This promotes discussions and dialogue.

Exercise

1) Identify the different types of information (power relationships, motivation of the people, values and taboos of the community) that must be gathered before beginning activities in a community.
2) Identify the possible sources of information (internal and external).
3) Write, in your own words, 3 participatory tools you can use to collect information about your community.

Things to Remember

To be effective as a facilitator you need to understand who holds the power in the community and how they influence community decisions.

For successful implementation of development activities, you need to involve all people, especially the decision makers of the community, as often as possible. You also need to know that there are various participatory methods of collecting and analysing information.

Section 4: Why should we mobilise the community?

By the end of this section, you should be able to:

- Give five reasons why it is important to mobilise the community for literacy programmes.
- Describe five things you can do to stimulate community mobilisation.

Case Study

An NGO working in Mali decided to invest in a literacy programme in a remote village. One of the conditions of access to the programme was that the community participate in the building of functional premises for the literacy centre.

The people of Tambaga village gathered for a meeting to talk about the advantages of the literacy centre. In the meeting, they recognised the importance of the participation and involvement of the whole community. It was decided that the young people of the village would go to collect the wood and straw needed for the construction, the women would be in charge of the water and plastering the walls, and the sponsor would buy the necessary metal sheets. In this way the shelter was built rapidly with the help of everyone.

In another village, the literacy programme that was so desired was not set up because the community could not mobilise everybody's contribution. As a result the class did not start.

In yet another community, it was realised that young mothers could not attend the literacy classes because they had nobody to take care of their babies. The community decided to set up either a community kindergarten or early childhood development centre. The management of either structure would be left to the grandmothers, to whom the local services would have given basic early childhood development training.

- **Why was the first village able to build the classroom for the literacy centre? How did they build the classroom?**
- **In your opinion, what did not work in the second village?**
- **Why is it important to mobilise the community for literacy and non formal education programmes?**
- **In your opinion, what are the elements that help mobilise a community?**

In the above cases we can see that community participation is important in that it enables communities to achieve a common objective. It is also seen that the needs of the women in the community were taken into account. From the third example given in the case study we learn that it is important to involve not only those directly concerned with the problem (the women learners who had children) but also other people in the community (the grandmothers).

Learning Points

Community mobilisation promotes:

- Participation and involvement of everyone living in the community.
- Mobilisation of community resources.
- Local ownership and the sustainability of the activities.
- Empowerment and self-management.
- Commitment of the people.

The basis for community mobilisation is:

- A common objective and/or shared vision.
- An organisation or a leader that takes the initiative to try new ideas.

Exercise

1) Give examples of successful community mobilisation in your area and state the reasons for its success.
2) Give examples where community mobilisation in your area was unsuccessful and state the reasons for its failure.

Things to Remember

Generally, community mobilisation is a planned process that encourages the active commitment of one or several members of the society in order to achieve a common goal. It also allows people to come to a common understanding on issues that affect their lives, helps them to develop or collect materials and mobilises the human and financial resources needed to achieve and maintain a common goal.

Section 5: What are the techniques for mobilising a community?

By the end of this section, you should be able to:

- Describe the seven steps for successful community mobilisation.
- Apply these seven steps to mobilise your community.

Case Study

In the village of Foron, the facilitator visited the families to understand their problems. In this way, he came to understand that female circumcision (genital mutilation of young girls) was a source of suffering and even death for the women of the village. In the literacy class, a discussion was initiated and the learners decided to write and perform a play about it. The play was acted out in the town square, and it touched a number of the members of the community and many, especially the women and young girls, cried.

The next day, discussion continued in the village with the participation of the learners in the class. The facilitator also met with various prominent members (village chief, Imam, heads of families…) In the end, it was decided that a big forum would be organised to decide on the best attitude to adopt towards female circumcision.

- **What issue encouraged community mobilisation in the case above?**
- **What was the technique used for mobilisation?**
- **Who were the main actors behind this mobilisation?**
- **What was the reaction of the people regarding the issue discussed?**

The facilitator effectively initiated a change through the learners by asking them to write and organise a play about the issue of female circumcision. The use of folklore drama as a technique for community mobilisation caused an emotional reaction. This is also made it clear that there was a need for change in the community.

Learning Points

To successfully mobilise the community the following steps should be followed:

Step 1: Identify the problem (female circumcision).

Step 2: Plan and select a strategy to solve the problem (writing a play for sensitisation on the issue).

Step 3: Identify key actors and stakeholders (learners, village chief, Imam, heads of families, etc.)

Step 4: Mobilise these key actors and stakeholders for action (discussions and agreement on what to do and how).

Step 5: Implement activities to work towards a solution (capitalise on the emotion of the people created by the play and intensify this emotion through various follow-up activities).

Step 6: Assess the results of the activities carried out to solve the problem.

Step 7: Improve activities based on the findings of the assessment.

Exercise

1) Identify, in your surroundings, the key problems that can bring people together.
2) Who are the individuals or groups that can work on finding solutions? What actions will you take to sensitise and mobilise them?
3) Describe the steps you will take in mobilising the members of your community on a specific issue existing in your village.

Things to Remember

- Mobilisation is all the more easy when there is a problem/issue that the group needs to resolve.
- There are several methods for community sensitisation and mobilisation. The facilitators should select and use the most effective methods, which can address the issues at hand.
- Solving a problem requires effective planning with a distribution of roles that involves the whole community in the implementation of the plan.

Section 6: How can we integrate marginalised groups or individuals?

By the end of this section, you should be able to:

- Describe at least five types of marginalised groups in a society.
- Explain the causes of marginalisation.
- Identify possible actions to integrate marginalised populations into the literacy programme.

Case Study

In the area of Lamida, married women are not allowed to go out on their own during the day nor participate in the literacy activities at night.

In another village, during a meeting to launch the literacy programme, the facilitator noticed that the disabled people of the village were not present.

Further investigations revealed that in this locality the disabled people are looked down upon. As a result, they were not interested in attending the launch because they felt that their needs would not be addressed in the literacy class.

In an area of extreme poverty, it was noticed that the participation in the literacy programme required a financial contribution to cover the cost of buying learning materials. As a result, the poorer members of the community were excluded from participating in the literacy programme.

- **What do these three examples have in common?**
- **Which are the marginalised groups?**
- **What are the reasons for their marginalisation?**
- **Which groups are marginalised in your community?**

From the examples given above we can see that there could be, within a community, certain individuals or groups who cannot participate in literacy activities (for example women, disabled or poor people).

Section 6: How can we integrate marginalised groups or individuals?

Marginalisation can be caused by several factors:

- Extreme poverty
- Physical and mental disabilities
- Sex
- Class or caste
- Ethnicity or tribe
- Religion

In the first case, the women were denied access to the literacy activities that they desired because of the limitations to their freedom of movement, imposed by the traditions of their village.

In the second case, the needs of the disabled people were not addressed by the literacy class, which marginalised them.

In the third case, the poorer members of the community stopped participating in the programme due to their inability to pay for the required materials.

Learning Points

Identification of marginalised groups and the causes of this marginalisation can be achieved through:

- Analysis based on your knowledge and observation of the community.
- Analysis of the community using participatory techniques (community mapping, wealth and status ranking, focus group discussion, listening to marginalised populations, etc.)
- Surveys involving extension agents from other development sectors who are working in the locality.
- Gathering of information from extension agents and local government bodies.

To gain access to marginalised groups you must:

- Establish contact with the marginalised groups.
- Build relationships and confidence by getting to know each other.
- Design a literacy and/or training programme with them that takes into consideration their special needs (change the location of the centre, change the schedule of the classes, training homogenous groups, etc.)

Exercise

1) Identify various cases of marginalisation that you have witnessed in your community.
2) Determine, for each case, the causes of the marginalisation.
3) How can you involve marginalised groups in your programme?

Things to Remember

The facilitator must:

- Be aware of the fact that marginalisation is a reality in any community.
- Using different techniques, identify the marginalised and the reasons for marginalisation.
- Involve marginalised people in the design and implementation of programmes so as to ensure that their special needs are addressed.

Self Evaluation

Now that you have completed Module 1, you should be able to answer each of the following questions. If you are unable to do so, go back and read over the section where you have difficulties. Then try once more to answer the questions regarding that section.

Q1. What is a community? *(Section 1)*

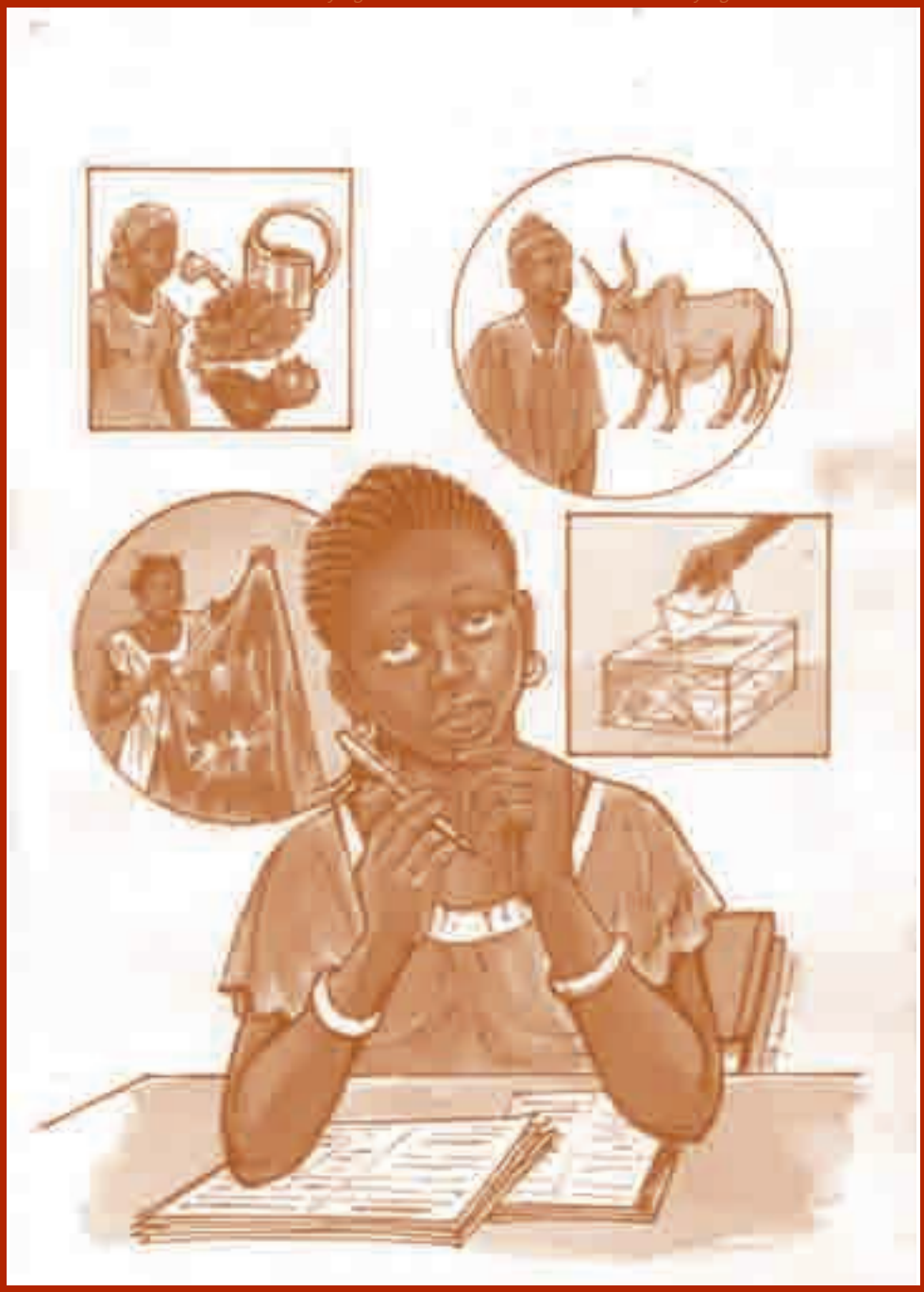
Q2. How do you enter a community? *(Section 2)*

Q3. How do you identify basic tools required to assess community needs? *(Section 3)*

Q4. Why is community mobilisation important? *(Section 4)*

Q5. How can you mobilise a community? *(Section 5)*

Q6. Describe various ways of reaching marginalised groups. *(Section 6)*



module two

Identifying the Needs of the Learners

module 2

Introduction

Section 1: What are learning needs?

Section 2: Why is it important to identify learning needs?

Section 3: How do we identify learning needs?

Section 4: How do we relate learning needs to daily lives?

Section 5: How to adapt core curriculum to the learners' needs?

Self Evaluation

2 module

Identifying the Needs of the Learners

Introduction

It is essential for policy makers and programme designers as well as for teachers to make efforts to understand the reasons that drive people to learn to read and write. It is generally accepted that, to be efficient, adult education programmes must be centred on the "needs" of the learners. Above all, it is necessary to determine the aspirations and intentions of the adults who want to become literate if we want to help them reach their goals.

Identification of the learners' needs is very important because it enables us to adapt the learning activities to the learners' needs. If we do not take these needs into account, the learners will not be motivated to come to the community-based learning centre (CBLC).

In this module, we will learn what learning needs are, why it is necessary to identify these needs, how to assess them and how we can relate the learners' needs to the learning activities.

The following sections will give us more information about identifying learning needs.

Section 1: What are learning needs?
Section 2: Why is it important to identify learning needs?
Section 3: How do we identify learning needs?
Section 4: How do we relate learning needs to daily lives?
Section 5: How do we adapt the core curriculum to the learners' needs?

For each section, there is an exercise to help you check your understanding. Pages have been provided at the end of this Handbook for writing your answers. These pages can also be used for taking personal notes.

Section 1: What are learning needs?

By the end of this section you should be able to:

- Define the concept of learning needs.
- Identify the learning needs of a group.

Case study

Fatou is a literacy facilitator in the village of Foni Berefet. Before beginning the learning sessions she tried to determine the literacy skills of each learner, as well as what s/he wanted and needed to learn. One of the learners wanted to know more about malaria, another wanted to learn to write and sign his name and a third wanted to learn how to negotiate better prices. She realised that each learner had a different level of literacy skills and that each had her/his own expectations.

- **Why did the facilitator organise this discussion before beginning the course?**
- **At the end of the discussion, what did she learn?**

In the above case, we saw that, before beginning the learning session, Fatou tried to identify the learners' expectations and their different literacy levels. In fact, Fatou assessed their learning needs. She identified at least two different kinds of needs: one relating to skills (signing a name) and the other related to knowledge (information about malaria).

Learning points

Different people come to the learning centre with various expectations and needs. Their needs may vary according to their age, gender and occupation. For example some adults want to become literate in order to be able to do specific things: read the Bible or the Koran, fill out forms (apply for bank loans or rent allowance, postal payment forms, etc.).

In some cases learners sign up for classes in order to be able to take formal exams afterwards. This approach is relatively common among young people between 15 and 20 years old. Others want to improve their attitude with regard to specific situations (conflicts, health, family life, etc.).

What you should remember is that learning needs are what the learners want to learn or know. Frequently enquiring about and assessing the participants' motivation factors, which are continuously evolving, is part of the facilitator's job.

Exercise

1) Based on what you know about your learners, identify 15 learning needs (five based on knowledge, five based on skills, five based on attitudes). List them in a table such as the one given below.

Knowledge	Skills	Attitudes
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

Things to Remember

The facilitator should take time to understand why people have joined the literacy class.

Learning needs can be classified into three major types: needs related to knowledge, needs related to skills and needs related to attitude.

The following are examples of needs:

- **Skills:** Writing a letter to a friend, reading the newspaper, calculating profits and losses, etc.
- **Knowledge:** Causes of malaria and other diseases, the structure and responsibilities of local government, the names of governmental service departments providing community services, etc.
- **Attitudes:** Being tolerant, following recommended behaviour regarding HIV and AIDS, respecting the environment, hygiene, etc.

Section 2: Why is it important to identify learning needs?

By the end of this section you should be able to:

- Give at least three reasons that justify the importance of identifying the literacy needs of your learners.

Case Study

Mbumba is a literacy facilitator in the village of Matamba. She organised a community meeting and invited people from the village to join the centre. She especially encouraged illiterate people to enrol in the literacy class. Twenty people showed interest in joining the class. She started teaching the class five days a week using the books and the curriculum provided to her by the district coordinator. She also gave monthly tests using tools provided by the district office and prepared reports based on the test results. After a while, she noticed that the attendance was not always good. Sometimes the learners did not seem interested in what she was teaching. In addition, the test results were not as good as she had hoped. She wondered what the problem was.

- **What are the main problems that Mbumba had to face in this case study?**
- **In your opinion, what is the source of the problems encountered by this facilitator?**
- **What would you have done in her position?**

Mbumba did not discuss with the learners when she organised the community meeting and before beginning the learning centre activities. As a result, she does not know that the subjects addressed in the centre are not relevant to the learning needs of the participants. Mbumba should understand that what she teaches must always be directly related to the learners' actual needs.

Section 2: Why is it important to identify learning needs?

Identifying the learners' needs is the only way for a facilitator to know the real life needs of the participants of the literacy class. It is essential for the facilitator to continually assess these needs in order to reinforce the learners' motivation.

Learning Points

The facilitator must be aware of the necessity to identify the needs and the issues that motivate the learners to participate in the programme and make efforts to satisfy these needs.

It is important to discover the learners' real motivation for a number of reasons, such as:

- To establish the goals and content of the centre's programme.
- To plan the implementation phases for the programme and activities.
- To find relevant teaching and learning materials.
- To relate the training to the needs expressed by the learners.
- To make the centre attractive.
- To continually adapt the training to the evolving needs of the learners.

Exercise

1) List three things that attracted learners to your centre.

2) If you were to start up a new centre in a different area, name three reasons why your very first step would be to identify learners' needs in the community.

Things to Remember

Learning is more efficient when people have the opportunity to learn things that are related to their daily lives and needs. People want to improve their lives and those of the people around them.

Sometimes people do not see the connection between what they are learning and their actual needs. The role of the facilitator is to help the learners make this connection. This is easier if we relate the learning to the learners' past experience and their daily lives.

Assessing learning needs also helps us plan. Indeed, knowing the specific needs of each learner helps us plan reading, writing, arithmetic and life skills activities that are relevant to each learner.

Section 3: How do we identify learning needs?

By the end of this section you should be able to:

- Identify the different participatory techniques for identifying learning needs.
- Apply these participatory techniques in the identification of learning needs.

Case Study

In Adaylou, a literacy centre was set up. Ragueh, the facilitator, needed to identify what the learners already knew and what they needed to know. Ragueh and the committee decided to conduct a door-to-door survey to identify the learning needs of the learners. The results showed that a large number of people were interested in income-generating activities such as gardening, weaving native cloth, embroidery and animal farming.

- **What method did Ragueh use to identify the needs of the future learners?**
- **What other methods could he have used to identify the learning needs of the people in Adaylou?**

In the above case, Ragueh and the committee used a door-to-door survey to collect the desired information.

Besides a door-to-door survey the facilitator and the committee could have organised, for example, a group discussion during which they would have compiled the different needs, regrouped them and collectively selected some of them according to their feasibility.

Learning Points

The process of identifying learning needs should involve all learners in order to create the understanding that change is possible. This in turn will help them to identify what kind of change they want and how to bring it about.

Without the learners' involvement, the facilitators will not have accurate information. To identify learning needs, the facilitator must be able to use participatory techniques such as:

1. **Face-to-face discussion or individual interview:** This strategy can be used with key community members who are not interested in participating in group or general discussions but who can greatly contribute to identifying learning needs. An appointment should be made with these people to talk and discuss individually with them.
2. **Focus group discussion:** The focus group discussion is normally used when dealing with relatively small groups organised by occupation, religion, age, gender (only men or only women), or literacy level. In the focus group discussions, the group itself identifies its own needs and the corresponding actions. Afterwards, the results can be shared during a larger plenary meeting in order to prioritise needs.
3. **Brainstorming sessions:** This technique can be used to generate a lot of ideas. It allows people to work together to produce a number of ideas that they can use to resolve problems later. This technique requires some organisation and follows specific rules.

There are two phases in a brainstorming session:

Phase 1: Generation of ideas

- Invite the participants to think about their needs and problems for a few minutes.
- Ask for quick responses without elaboration.
- Ask participants not to interrupt the person speaking nor to make comments.
- Assign someone the job of writing down the ideas on the board, if possible.

Phase 2: Evaluation of the ideas

- Stop the generation of new ideas and ask the participants to elaborate each point.
- Categorise and prioritise each point.
- Highlight the points that everyone agrees are important.

4. **Ranking Exercises**
   - **Preference ranking:** the participants make a list of their needs or problems on a piece of paper (in writing or using drawings) then put them into categories. Each participant prioritises her/his needs or problems and the different rankings are placed on a table or on the ground. Other participants give their rankings by placing chips at appropriate places on the table.

- **Community mapping:** After having discussed the local needs and resources of the community, the learners construct a social map on paper or on the ground using locally available materials. The completed map is the basis for discussions among learners as well as for planning lessons dealing with various issues related to village needs.

Exercise

1) What methods can we use to identify learners' needs?
2) Describe the results that you have obtained by using each of the methods.
3) What difficulties did you encounter when applying these methods?

Things to Remember

There are several methods for identifying learning needs. The following are some of the most commonly used methods:

- Focus group discussion
- Face-to-face discussion or individual interview
- Brainstorming
- Ranking exercises

The importance of using a participatory method is to ensure:

- The development of the learners' capacity to identify their own needs.
- The relevance of the teaching and learning process.
- The promotion of learners' involvement in the identification of their own needs.

The identification of learning needs should be a continuous process. Even if we live in the community, we can benefit from the collection of information since it allows us to:

- Better understand the community's strengths and weaknesses.
- Better plan effective programmes to address the needs of the community.

By the end of this section you should be able to:

- Describe at least three ways to relate learning to the daily lives of the learners.

Case Study

After having identified the learning needs of the learners in the village of Ifaty, Natou planned activities taking into account the differences and expectations of each learner. Although she was using centrally supplied textbooks and a curriculum, she also included supplementary materials. She planned her lessons based on the individual levels of the learners. During the classes, she also tried to identify the difficulties the learners were having and made changes accordingly in the following sessions. As a result, the learners were more active and attended classes regularly.

- **What did Natou do with the participants' learning needs that she had previously identified?**
- **What were the results of her actions?**
- **What can you learn from Natou's approach?**

Natou planned learning activities taking into consideration the needs of the learners.

She used supplementary learning materials to help the participants relate their lessons to their daily lives and to things that are important to them.

She realised that needs are not static and must be continually assessed. As a result, she will be able to plan actions for the future that respond to those needs.

Section 4 : How do we relate learning needs to daily lives?

Learning Points

Literacy must be functional. It should be based on learning needs. When based on needs, it becomes practical. This means that everything the learners learn should be potentially applicable to their daily lives.

If we do not identify the learning needs of our learners, we will be unable to relate the learning to their daily lives. If the learning is not related to their daily lives and does not contribute to its improvement, the learners will not remain interested in learning.

To relate learning needs to the daily lives of the participants, we must:

- At every possible occasion, relate learners' experience to the subject treated.
- Always anticipate a plan of action or opportunities to incorporate the learning points into real situations in the community, the family, etc.
- Make problem solving a part of the learning method.
- Create an environment where the learners feel comfortable to express themselves freely regarding their problems, needs, etc.
- Use all available spaces in the area (construction sites, workshops, farms, fields, etc) as practical training spaces (for example, learning about market gardening in an actual garden).

Exercise

1) List 5 common areas of concern that your learners would like to improve and describe how you will take them into account in your lessons.

Things to Remember

Literacy and non-formal education actions should be brought into context by basing the programme content on the daily lives of the learners.

Demonstrations should:

- Be based on real-life experiences to make them understandable to the learners.
- Be directly applicable.
- Take place as often as possible outside the classroom in areas where real activity is taking place.

Learners' interest in literacy will be sustained if they learn about things that are valuable to them. Applying the teaching and learning activities to the daily lives of the learners will help them improve their living conditions.

Section 5: How do we adapt core curriculum to the learners' needs?

By the end of this section you should be able to:

- Prepare a local curriculum based on the learners' needs.

Case Study

Natou confirmed with the learners the local learning needs she had collected. She has gone through the core curriculum to find subjects that could correspond to local learning needs. She selected the subjects that are relevant to the needs of her learners. For each subject that does not relate to the local context, she substituted a topic that is better adapted to the local situation. She carefully examined the content of the core curriculum and prepared the following table to relate the programme content to local needs.

Core curriculum: "Environmental Protection"	**Local learning subject: "How can I make the environment more productive?**
Content of core curriculum	**Content of local curriculum**
- Methods for keeping the environment clean. - Types of non-polluting industries. - The benefits of planting more trees. - How to cultivate without polluting.	- Small scale integrated farming methods. - The benefits of greening the village (planting more trees). - What are the codes of fundamental group work ethics? - How to create environmental protection signs. - Developing community awareness towards environmental issues (for example, writing an essay on "The Future of My Village"). - The different methods of food preservation.

Section 5: How do we adapt core curriculum to the learners' needs?

- **Why did Natou develop a local curriculum?**
- **Are your learners interested in all that they are learning?**
- **What local themes or subjects can you add to the content of the core curriculum of your area?**

Natou realises that it is not too difficult to develop contents based on local needs for teaching and learning because she starts with the contents of the existing core curriculum, which she then simply adapts. She understands that, to reach the objectives of the non-formal education programme, she needs to adapt the functional content and literacy skills of the national programme to local issues.

Learning Points

To make teaching context sensitive, the facilitator must incorporate local needs and adapt the programme to give learners the knowledge and skills they need. This process is called "preparation of a local curriculum". In general, the core curriculum is a national curriculum based on the general needs of a particular country or theme. It might not specifically apply to the problems of a particular community. This is why it is essential to develop a local curriculum based on local needs.

Exercise

1) Write three local learning needs that are not included in the core curriculum.
2) Write what you will do to adapt the following objectives, planned in the national programme, to the local context and expectations of the learners:
   - **a)** Improve the health of the population.
   - **b)** Improve the living conditions of the population.
   - **c)** Apply the rules of elementary management.

Things to Remember

Core curriculum may not necessarily apply to all local needs.

The facilitator may need to design local curriculum to address the specific problems of the learners. An easy way to go about this is to develop a lesson plan based on the learners' needs. The facilitator should collect or develop supplementary educational materials based on emerging local needs (sudden cholera outbreak, bushfire, etc.) to address these issues.

To be able to properly address these subjects, the facilitator should:

- **a)** Look for opportunities to address issues planned in the national programme in the daily lives of the learners.
- **b)** Associate qualified resource people in the elaboration of new lesson plans.

Self Evaluation

Now that you have completed Module 2, you should be able to answer each of the following questions. If you are unable to do so, go back and read over the section where you have difficulties. Then try once more to answer the questions regarding that section.

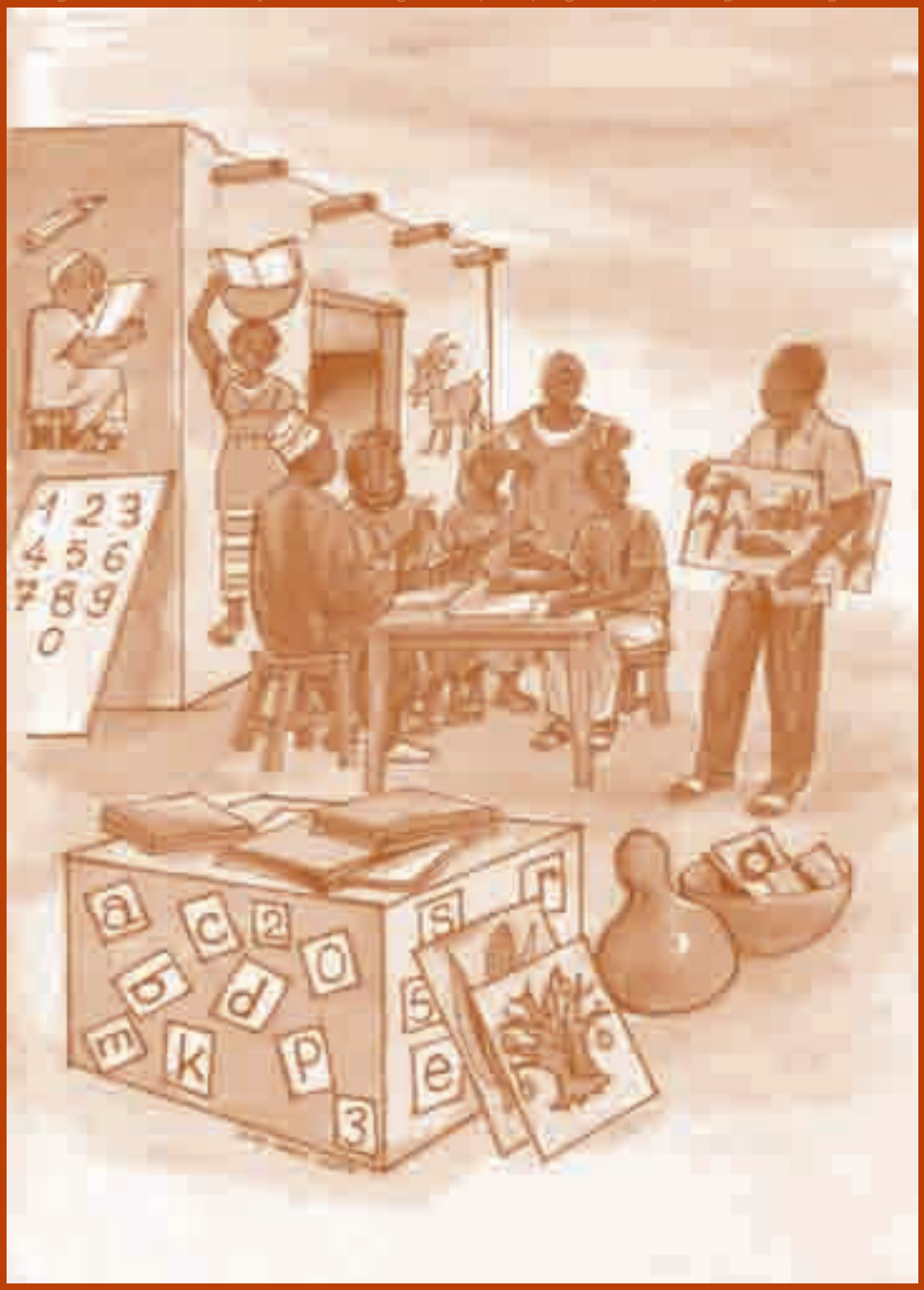
Q1. What kind of learning needs can we identify in a group of adult learners? *(Section 1)*

Q2. Give three reasons why it is essential to identify learners' needs before beginning the class. *(Section 2)*

Q3. Describe three techniques that we can use to identify the learners' needs in a group of learners. For each technique, describe what kind of situation it can be used in. *(Section 3)*

Q4. How can we relate reading and numeracy training to the daily lives of the learners? *(Section 4)*

Q5. The national programme states the following objective: "Follow Elementary Rules for Hygiene." Describe how you will relate this objective to the local situation where your centre is located. *(Section 5)*



module three

Organisation, Running and Management of a Community-based Learning Centre (CBLC)

module 3

Introduction

Section 1: How do you set up and run a community- based learning centre (CBLC)?

Section 2: How do you set up and run a management committee for a community-based learning centre?

Section 3: How do you make a community-based learning centre more attractive?

Section 4: How do we plan and organise the activities of a community-based learning centre?

Section 5: How and why do we present an activity report for literacy programmes?

Self Evaluation

3 module

Organisation, Running and Management of a Community-based Learning Centre (CBLC)

Introduction

A community-based learning centre (CBLC) is a place in the community where people come together to obtain knowledge, acquire skills and values that are relevant to their daily lives.

These CBLCs may be set up by the government, development agencies, NGOs or by the local communities themselves. They are managed by facilitators with the support of a management committee set up by the community. All CBLCs have a management committee consisting of local representatives (opinion leaders, women's groups, youth groups, religious leaders), local government authorities and parent organisations. This committee is responsible for the planning and implementation of CBLC activities, thus ensuring community ownership and sustainability. In addition to literacy activities, other training programmes are offered based on the expressed needs of the people.

By CBLC, we mean a learning centre belonging to, for and run by the community. The facilitator should therefore, through participative techniques, be able to support the community in:

- Setting up a management committee.
- Establishing the roles and responsibilities of the management committee.
- Helping achieve participative management of financial, material and human resources.
- Organising the learning centre (space, structure, time, and classes).
- Keeping records and archiving documents.
- Managing the information system.

This module consists of the following sections:

Section 1: How do we set up and run a community-based learning centre?
Section 2: How do we set up and run a management committee for a community-based learning centre?
Section 3: How do we make a community-based learning centre more attractive?
Section 4: How do we plan and organise the activities of a community-based learning centre ?
Section 5: How and why do we present an activity report for literacy programmes?

For each section, there is an exercise to help you check your understanding. Pages have been provided at the end of this Handbook for writing your answers. These pages can also be used for taking personal notes.

Section 1: How do you set up and run a community-based learning centre (CBLC)?

By the end of this section you should be able to:

- Define what a community-based learning centre is.
- Describe how you can promote local ownership of the centre.

Case Study

The literacy centre of Pakalinding village, set up as part of a bigger project, was operating during the previous literacy campaign. At the end of the campaign, the facilitator returned to his home village. When the second literacy campaign started up again he found the premises in a very bad state. Indeed, during the rainy season, while the populations were busy in the fields, the centre had been abandoned and part of the equipment was destroyed or stolen. Faced with this situation the management committee announced that not only did they not have sufficient funds to renovate the centre, but also that the village members did not want to pay for the construction of a new centre.

- **Why had the centre been abandoned?**
- **If the facilitator had been there, would things have happened in the same way?**
- **Did the management committee fulfil its role properly?**

In the case of this village, the maintenance of the centre depended largely on the facilitator. During the rainy season, he left the centre to go to his own village. The result of his absence was that the centre was abandoned and its equipment was destroyed or stolen.

It is most likely that an external donor had set up the centre and the community was not sufficiently involved and mobilised. The management committee that was set up was not given enough training to fulfil its role. As a result, the community did not feel

as though it owned the centre, and did not understand the need to maintain it regularly. They must now bear the cost of a complete renovation.

Learning Points

A community-based learning centre (CBLC) is a centre where people learn a number of things based on their choices and needs. This centre is established by the community through its own initiative, with or without external assistance. It belongs to and is managed by the community that requested it. As a community owned centre it is open to all.

Exercise

1) Have you ever faced a situation similar to the case described above? If so, describe what happened.

2) What do you suggest to avoid this kind of situation?

Things to Remember

For a community to gain ownership of the centre, it must be involved in all decisions that affect the centre, especially those related to its location and management.

To run a centre effectively, a management committee and the proper equipment are needed.

A community-based learning centre should be open to activities other than literacy. Its existence should be independent of the cycle of the literacy programme.

Section 2: How do we set up and run a management committee for a community-based learning centre?

By the end of this section you should be able to:

- Explain why we need to set up a management committee for a community-based learning centre.
- Describe the structure of a management committee.
- Identify partner institutions that you can be linked to.

Case Study

When the facilitator returned to Pakalinding village, he found the centre in ruins and the equipment stolen. He went to the council of elders to tell them what had happened and suggested that the town hall be made available. The council of elders discussed the issue with the local government authority. The local government authority approved the idea and learners were asked to re-register. To avoid having similar situations in the future, the facilitator further suggested that a management committee be set up, with the roles and duties distributed among the village members. The suggestion was accepted and a committee was set up in which the facilitator served as the secretary. All the other members were assigned separate roles.

- **Why is it necessary to distribute roles and responsibilities between the facilitator and the management committee?**
- **Who, from the community, should serve on the management committee of your CBLC and why?**

In the case study of the previous section, the management committee failed in its central role of maintaining common property. It may be because the members of the committee were not sufficiently or properly informed regarding their roles.

In the above case study, the community and the management committee share a collective responsibility for the management of the centre and to see that it is run properly. The management committee receives a mandate from the whole community and is accountable to it.

Learning Points

A. Basic Principles

To have a learning centre that is for, by, and belonging to the community, the following is necessary:

- Each member of the community is to be informed of the aim and purpose of the centre and the way it operates.
- The community must is to be supportive of the setting up of the centre (especially opinion leaders, village chiefs, counsellors, elders, traditional and regional leaders, heads of organisations).
- The community is to nominate the members of the management committee.
- The committee is to have a plan of action, which is participatory, feasible, known and accepted.
- The community is to participate in the planning and implementation of activities.
- The community is to hire the facilitator and ensures, if possible, her/his salary (in many cases facilitators work as volunteers).
- The committee is to oversee the planned activities, their timeliness and frequency.
- The community is to build, or at least participate in the construction of, the premises. It may contribute to the purchase of supplies, teaching/learning materials, and help in co-financing the activities.

B. The Role of the Management Committee (MC)

The role of a management committee includes the following:

- Preparing activity plans.
- Ensuring the effective implementation of the agreed plans.
- Ensuring that the equipment belonging to the centre is properly kept and effectively used.
- Compiling the reports and recommendations of various sub-committees to determine what is feasible.
- Briefing the committee of elders, when required, on the activities of the centre.
- Reporting to the general committee every quarter on the activities of the centre.
- Linking up with various developmental agencies to enrich the activities of the centre.

Here is an example of how a management structure can be built around a community-based learning centre:

1. Community General Assembly (CGA)

It includes all the members of the community. In practice, it rests upon the groups that are the most interested in literacy. The CGA is the highest decision-making body of the community-based learning centre. It elects the members of the management committee, who in turn nominate the members of the sub-committees.

2. Council of Elders

It can guarantee the moral and cultural aspect of the activities of the centre. It includes the older members of the community whose popularity and respectability are beyond doubt. The number of members is unlimited. The council deals with conflicts that could arise in the centre. It is not part of the management committee.

3. Management Committee (MC)

This committee is set up by the CGA; the MC represents the community in overseeing the activities of the centre. The MC is the executive body of the centre. It directs and leads all

Section 2: How do we set up and run a management committee for a community-based learning centre?

the activities of the centre. In this role, it enjoys the continued support of the facilitator. It is accountable to the CGA and it includes both men and women. It fulfils several functions.

In each management committee the following posts and sub-committees may exist:

I. **Chairperson:** S/he is elected from among the members of the community to lead the management committee.

II. **Secretary:** S/he is responsible for keeping record of the different meetings and actions of the management committee.

III. **Socio - cultural and education sub-committee:** It assists facilitators in maintaining a good learning environment and in the distribution of supplies, learning/teaching materials and furniture. This committee also supports the facilitators in the organisation of socio-cultural activities in the centre.

IV. **Financial sub-committee:** It is responsible for the financial management of the centre. One member of the committee is nominated as the treasurer. It is also responsible for the mobilisation of both internal and external resources.

V. **Sub-committee for organisation and mobilisation:** It is responsible for the organisation and mobilisation of community resources, sensitisation of different emerging issues and social marketing.

C. Working together

The centre can establish contacts and work together with different authorities and institutions to organise joint activities:

- Administrative/ Political structures (village chief, head of sub district, rural council, president of rural community).
- Academic (schools and teachers, local resource persons).
- Extension services (agriculture, school, health centres).

These authorities and institutions can provide support and advice to the centre. The centre can benefit from the technical, financial and material support by working with other NGOs, sponsors and the donors.

Exercise

1) Based on your current experience, how would you organise the management committee of your centre?
2) Describe how it should operate.
3) What can you do to make the committee more effective?
4) Which agencies can you work with for the benefit of your learners?

Things to Remember

- The community and the management committee are collectively responsible for maintaining and ensuring the smooth running of the centre.
- The management committee receives a mandate from the whole community and is accountable to it.
- Each member of the community can call upon the management committee for assistance if they feel the need to.
- You can improve your programme and make it better known by working together with others.

Section 3: How do we make a community-based learning centre more attractive?

By the end of this section you should be able to:

- Describe four ways of making your community-based learning centre more attractive.
- Describe at least fifteen characteristics of a community-based learning centre.

Case Study

Following several actions of remobilisation, the community was able to renovate the centre and even add a well-equipped multi-purpose room which now includes a library that contains many books and newspapers written in the local language.

One afternoon, just after the literacy class, a young cousin of one of the learners came specifically to ask the facilitator for information on the sources and ways to access micro-credit. The facilitator looked at a book in the local language on the subject and directed her towards a micro-finance institution operating in a nearby district. The young woman left with a radiant face. She was so happy that she told all her friends and family about the usefulness of the centre.

- **What made the centre attractive**
- **What other services can a centre offer?**

You can come to the centre to:

- Receive training (literacy, life-long learning).
- Find information (health, education, extension services and use the library).
- Get together with your family and friends on occasions (space with facilities).
- Follow-up accomplished tasks or participate in activities that can improve the quality of life.

Section 3: How do we make a community-based learning centre more attractive?

To make the centre attractive and useful for the learners it is necessary to:

- Arrange the centre in a pleasant manner and make it useful for different activities.
- Manage and plan the different activities.
- Mobilise resources.
- Establish both a communication and a social marketing scheme.

Learning Points

The location offers a permanent and functional education centre which, ideally, will have the following characteristics:

- The centre is built using long-lasting materials.
- The space is functional.
- The centre is well equipped.
- There is furniture for storing and keeping books.
- There are sufficient tables, benches, chairs and straw mats.
- There is audio-visual equipment (video recorder, television, etc.)
- There is a diverse selection of books and newspapers correctly filed.
- The written works of the learners are on file.
- The library is well managed.
- The variety of local language materials is continually increasing.
- The programme activities are supported and/or carried out by a number of extension agencies.
- Income generating activities are designed and are taking place.

Exercise

1) Think of how you can improve the arrangement of your centre to make it more attractive.
2) What resources will you need to mobilise to re-arrange your centre?
3) Who can contribute to your new arrangement?
4) What kind of new activities can you organise to make your centre more attractive?
5) What are the places and resources where you could get new books or newspapers?

Things to Remember

We can make a centre attractive by:

- Beautifying the surroundings.
- Making the centre useful for various activities.
- Organising activities based on the needs of the learners.
- Being transparent in the management of the centre.

Section 4: How do we plan and organise the activities of a community-based learning centre?

By the end of this section you should be able to:

- Explain the steps involved in the planning of activities for a learning centre.
- Prepare an activity plan for the centre.

Case Study

Following numerous requests for information coming from women, the facilitator felt the need to organise a widespread consultation to find out the various needs of the learners and of the secondary target groups in the area. He went to meet the chairperson of the management committee and of the social mobilisation committee to tell them of the problem. Together, they decided to call a meeting including all the stakeholders of the village. This meeting allowed them to identify the training needs and to raise the awareness on issues such as health, economics, and agriculture.

Each of the needs identified was placed under the responsibility of the relevant sub-committee that had been set up by the management committee. With the help of the facilitator, each sub-committee prepared an action plan which, if approved, would then be discussed by the management committee for implementation.

- **How did the facilitator identify the needs of the learners?**
- **What are the different roles of the key people in preparing a plan (facilitators, chairpersons of the management committee and different sub-committees)?**

One of the responsibilities of a literacy centre is to take the initiative to identify and address the various needs of the learners. Planning the activities of the centre requires a coordinated and participatory process, with the effective commitment of the different members of the community.

Section 4: How do we plan and organise the activities of a community-based learning centre?

Learning Points

Adult learners themselves are the richest resource for learning because they have knowledge and experience and they know what they want to learn. Therefore, adult learning cannot be imposed.

To plan the activities of the centre you need to follow some basic steps:

1. **Identify the needs:** use various participatory techniques (discussion, focus group discussion, ranking exercise etc.)
2. **Analyse and select priority needs:** analyse all identified needs to select activities that are urgent, that could effectively be carried out in the centre and approved by the Management Committee.
3. **Planning:** state the objectives to be achieved, expected results and outcomes that you can measure, distribute roles and responsibilities, identify potential partners, set a time frame for each activity and prepare a budget (costs).
4. **Social, political and technical validation:** The facilitator must explain the chosen action plan to the management committee, who must then assess and approve it.
5. **Implementation:** the facilitator acts as a relay person between the community and other implementing partners to coordinate and carry out the activities as planned.
6. **Monitoring/Assessment:** Gather information according to the outcomes you expected to see in the action plan and assess the results in reference to the objectives you set out at the beginning.

Exercise

1) Does your centre develop activities other than those for literacy? If yes, how are these activities planned?
2) Using a table such as the one below, try to apply the planning process shown in the "Learning Points" to your next activity.

Activities	Expected results	Person Responsible for the activity	Partners	Time frame	Cost

Things to Remember

A participatory and coordinated process is necessary in the planning and implementation of activities of the centre with a real commitment of the different members of the community. Proper implementation of the plan requires regular supervision and monitoring by the facilitators.

Section 5: How and why do we present an activity report for literacy programmes?

By the end of this section you should be able to:

- Give and explain four reasons why you must report on your activities.
- Describe at least six elements of a report.
- Write a report on your literacy activities.

Case Study

In the village of Tambakunda the facilitator had not prepared nor sent out the mandatory quarterly progress report for the programme monitoring which was required for the release of funds. Moreover, the members of the management committee had complained about this lack of action, which had caused a delay in many of the planned activities.

After repeated requests by his superiors, he sent a report of the second quarter which lacked information and was judged unacceptable. As a result, the funds were not released.

- **Who has the main responsibility of producing reports on activities?**
- **What information must appear in the activities report?**

It is important that you regularly report both to the community and to your supervisors according to the agreed plan. The report must be detailed, reliable and verifiable and the deadlines for sending the report must be strictly respected. For the community, the report may be in the form of a simple information meeting, but for documentation purposes and informing supervisors and implementing agencies, a written report must be prepared.

Section 5: How and why do we present an activity report for literacy programmes?

Learning Points

Elements to be included in the report:

- Introduction.
- Information on the centre (number of men and women enrolled, attendance of learners, etc.)
- Description of the activities that took place during the reporting period and their outcomes.
- Learning achievement of the participants.
- Material and financial aspects.
- Main problems encountered and their causes.
- Solutions found or proposed.
- Possible areas where external assistance is needed.

Uses of a report

- It informs the management committee and the implementing agency(ies).
- It serves as basis for follow-up action and solving identified problems.
- It provides a record of programme activities.
- It helps measure the progress achieved over time.

Exercise

1) Explain the key elements in writing a report.
2) What is the importance of submitting reports regularly?
3) Is the information requested for the report readily available? If not, what do you have to do to get it?
4) Does the report allow you to measure the progress achieved?

Things to Remember

- The facilitator has the responsibility of regularly giving an account of the activities in the centre to her/his supervisors and to the community.
- It is important to keep records of your activities by writing reports.
- The report must be comprehensive and should reflect the real situation of the programme, which can be used in the evaluation of the programme.

Self Evaluation

Now that you have completed Module 3, you should be able to answer each of the following questions. If you are unable to do so, go back and read over the section where you have difficulties. Then try once more to answer the questions regarding that section.

Q1. Describe in sequence how you will establish a community-based learning centre. *(Section 1)*

Q2. How can you encourage your management committee to involve the community more in the activities of the centre? *(Section 2)*

Q3. In how many ways can you make your centre attractive? (Section 3)

Q4. What steps should you follow in planning the activities of your centre? *(Section 4)*

Q5. What are the elements you should consider in preparing your activity report? *(Section 5)*

module four

Facilitating Adult Learning

module 4

Introduction

Section 1: Which non-formal basic education and for what purpose?

Section 2: What are the characteristics of adult learners?

Section 3: What are the main adult learning principles and techniques?

Section 4: How do we prepare a lesson?

Section 5: How do we prepare supplementary learning aids?

Section 6: How do we create a positive learning environment?

Self Evaluation

4 module Facilitating Adult Learning

Introduction

One of the most difficult jobs of a facilitator is to make learning relevant. When the learners are adults the job is even more challenging because adults learn best when learning is self-directed. The role of the adult literacy facilitator in non-formal education is not to teach but to facilitate, which means helping the adult learn.

In this module we will see how the facilitators can make learning interesting and rewarding by applying the supervision and support techniques for adults. The facilitator will also learn how to prepare a class, use teaching aids, and create a favourable learning environment.

The following sections will provide information regarding the various aspects of adult learning.

Section 1: Which non-formal basic education and for what purpose?
Section 2: What are the characteristics of adult learners?
Section 3: What are the main adult learning principles and techniques?
Section 4: How do we prepare a lesson?
Section 5: How do we prepare supplementary learning aids?
Section 6: How do we create a positive learning environment?

For each section, there is an exercise to help you check your understanding. Pages have been provided at the end of this Handbook for writing your answers. These pages can also be used for taking personal notes.

Section 1: Which non-formal basic education and for what purpose?

By the end of this section you should be able to:

- Define the concepts of literacy and basic non-formal education.
- List at least five benefits of literacy and non-formal education for a community.

Case Study

Assiba is a facilitator in the village of Kétonou. A local election is about to take place in the region. Assiba talked about voting with her learners. Everyone agreed that they need a good person in their local government. Assida tells them that if their ideas about the future of their villiage are to be considered they will have to vote for the candidate of their choice. Her learners tell her that they will not go to the polling station because they do not know how to vote. They say that that they are ashamed to go to the polling station because others will see that they do not know how to vote and will make fun of them.

- **What is the subject treated by Assiba and why did she choose it?**
- **How did the learners react to this issue?**
- **What conclusions can she draw from the reactions of the learners?**
- **What can the centre do in response to these attitudes?**

In the above case, Assiba is addressing a current life issue that is of interest to the learners and that unveils behaviours and situations that marginalise them. Literacy can help people develop the desire to actively participate in decision-making processes and in all aspects of community life.

Education, and especially non-formal basic education, allows adults to acquire the skills necessary for their individual and collective fulfilment when they have been excluded from formal education (due to non-enrolment or dropping out).

Learning Points

Literacy contributes to the fight against poverty:

- By targeting firstly the poorest people in the poorest areas. (Here we are speaking about closing the gaps, with particular emphasis placed on women.)
- By reinforcing the learners' technical/income generating skills. (That is why we speak of functional education.)
- By helping the learners to organise or better organise themselves.
- By helping the learners in their strategic access to technical, material and financial resources to enhance their revenue.
- By giving them autonomy thanks to access to information through reading, writing, managing, decision-making skills, etc.

Literacy and non-formal basic education can produce the following benefits:

- The learners know how to communicate both orally and in writing in the language of their choice.
- The learners are better informed about health related problems, thus contributing to the prevention of diseases and the better health of their families.
- The learners (especially women and young women) have more intellectual, psychological, moral and social autonomy.
- The learners are more productive, which allows for an increase in income and better living conditions.
- The learners become more aware of the importance of education, which drives them to actively participate in the education of their children.
- The learners are more active in their community and society.

At least four reasons justify setting up literacy and non-formal education programmes:

Firstly, basic education is considered a human right because a minimum of knowledge is necessary to live in a continually changing society.

Secondly, by targeting the most deprived communities, basic education is considered one of the best means of contributing to the improvement of the living conditions of its recipients by helping them to better organise daily activities, improve personal skills and abilities and develop income-generating activities.

Thirdly, the education of girls has a particularly significant impact on economic and social development. Research has shown that education for girls greatly contributes to higher family income levels, the reduction of maternal and infant mortality rates, improved nutrition and general health as well as longer life expectancy.

Fourthly, literacy contributes to the emancipation of the most deprived, an essential condition for building a civil society that all people feel part of, for contributing to better governance and for reinforcing democratic institutions. Finally, educated adults are

more likely to encourage the education of their children, especially that of their daughters, thus indirectly benefiting the quality of primary education.

Exercise

1) Write 10 things that we are unable to do when we are illiterate.
2) Based on the above information, name five categories of people in your local intervention area, who should participate in a literacy and non-formal education programme.

Things to Remember

What is adult literacy and non-formal basic education?

Adult literacy and non-formal basic education have several definitions based on social, cultural, economic and environmental contexts. Offered outside of the formal school system to adults and adolescents usually over 15 (although sometimes younger), adult literacy and non-formal basic education programmes aim to provide:

- A complementary or alternative primary education.
- A complementary or alternative secondary education.
- The acquisition of new and updated knowledge and skills.

Adult literacy and non-formal education programmes often target:

- Young women and adult women.
- Poor and other disadvantaged groups.
- Out of school youths and adolescents.
- Individuals who have not received a primary education.
- Individuals who had received an initial education but were forced to stop their studies.
- Individuals who have neither the knowledge nor the skills to adapt to economic changes.
- Marginalised groups, especially girls and women.

The contents of adult literacy and non-formal basic education usually include reading, writing and arithmetic.They can also cover other knowledge areas such as:

- Health (particularly on HIV/AIDS).
- The environment
- Information and communication technologies (ICT)
- Civil and human rights
- Income generating activities and credit schemes
- Etc.

Finally, they can include life skills such as:

- The ability to solve problems
- The ability to act responsibly and safely
- The ability to preserve the environment
- The ability to interact harmoniously with others
- The ability to generate an income
- Etc.

Section 2: What are the characteristics of adult learners?

By the end of this section you should be able to:

- Describe the specific characteristics of an adult learner in comparison to that of a child.

Case Study

Amadou is a literacy facilitator in the village of Guéoul. In his community he runs a literacy centre for adult males. One day, he notices that the participants are not regularly attending class. To deal with this problem he threatens to close the centre if the learners do not attend the classes regularly. Consequently, some of the learners definitively stopped coming to the centre.

- **Why did the learners stop coming to Amadou's literacy centre?**
- **Does Amadou know how to deal with adults?**
- **In terms of learning, do children and adults have the same characteristics?**
- **If not, what are the differences?**

Amadou thinks that if he threatens his learners, they will attend class more regularly. He thinks they will react like children. He does not know the differences between children and adults.

Learning Points

Here are some characteristics of adults that differ from those of children:

Autonomy

Adults consider themselves capable of self-direction and expect others to know this fact. They like being involved in the question/answer processes and not being "spoon-fed".

Motivation

Adult learners are motivated to learn what they need to learn. They want to know how literacy will help them.

Section 2: What are the characteristics of adult learners?

Experience
Adults have years of experience and are knowledgeable about a wide variety of things.

Values, beliefs and opinions
Adults have established values, beliefs and opinions. They expect others to respect their differing ideas regarding beliefs, religions, value systems and lifestyles.

Different style and pace of learning
All adults have different styles and paces of learning. Although an adult's reaction and speed of learning may be slow, her/his learning capacity should not be underestimated.

Capacity to relate new knowledge and information to past experience
Adults relate new knowledge and information to previously acquired information and experiences.

Pride
Adults have pride and self-esteem. We must give them the freedom to express what they do not understand, their ignorance, their fears, their biases and their difference of opinions.

Concentrating on the problem
Adults tend to approach learning in a problem solving way. They want to see how what they learn can be immediately applied in a practical way. Adults generally want to immediately apply new information or skills to current problems or situations.

Exercise

1) List and then compare the learning characteristics of children and adults using a table such as the one below:

Characteristics of Adult Learners	Characteristics of Child Learners

Things to Remember

The adult teaching method is different from the teaching methods for children. Indeed, adults do not have the same **memorisation capacity** (they are no longer used to learning things by heart), they do not accept **preconceived ideas** and **need to be convinced** (their minds are less easily influenced and they have many biases). In addition, learning **questions** pre-established certitudes, which can sometimes be regarded negatively. On the other hand, **adults are experienced**, which can be useful to the learning process, and they have a **more developed critical mind.** They **need to understand the reasons for the training** to be motivated: the actions taken must be justified.

Section 3: What are the main adult learning principles and techniques?

By the end of this section you should be able to:

- Name the principles of participatory learning.
- Apply different participatory learning methods adapted to adult learners.

Case Study

Nayé is a facilitator in Toullou. In a facilitators' training session that she attended, the participants were asked three questions:

- *When do we learn by doing?*
- *Can we have fun while learning?*
- *When do we learn by listening?*

When compiling the responses, Nayé was surprised to see the wide range of learning styles among the participants. At the end of the session, the facilitators realised the need to establish learning techniques based on participatory adult learning principles.

- **Must we use different teaching techniques for adults? Why?**
- **What adult teaching techniques are called to mind by the three questions asked above?**

As facilitators, we should know the adult learners we are working with. The better we know them, the easier it will be to choose suitable learning techniques. The following information will help the facilitator who wants to understand the learners that s/he supervises.

Section 3: What are the main adult learning principles and techniques?

Learning Points

Generalities

- Adult learners are themselves tremendous resources for learning because they have varied and wide experiences.
- They enrol in the learning centre with expectations of immediate benefit.
- Adults learn best when they learn by doing.
- Adults learn when they are in a group, which provides potential for learning from one another (peer learning).
- Adults learn from each other's experiences.
- In adult learning, success reinforces learning.

The Experience-based method is founded on participatory adult learning principles. The adult learner needs to acquire new knowledge and skills by the end of the training session. This new knowledge and skills must be immediately applicable. The possibility to transfer the knowledge from the training to the surrounding community is an important source of adherence. The adult's appreciation of her or his own progression is a permanent source of motivation.

Table of correspondences between adult learning principles and the steps of the experience-based method

Steps and roles of the facilitator (Experience-based method)	Adult Learning Principles
1) **The activities:** the facilitator generates debate and an exchange of views regarding the daily theme, introduces the lesson by a structured communication exercise, and helps relive individual and collective experiences.	1) Based on the adults' real life experience.
2) **New information:** the facilitator develops, completes and corrects the responses and the information given by the participants during the session, offering new knowledge and new techniques (s/he should call upon resource people in different fields).	2) Acquisition of new knowledge, skills and attitudes.
3) **Practice:** The facilitator should encourage learners to apply their acquired skills through reading, writing calculations, demonstrations and other useful outputs.	3) Application of the knowledge acquired.
4) **Thought:** The facilitator should encourage a furthering of knowledge learned and elaborate action strategies to transfer this to the community.	4) The transfer of skills and knowledge to the community will allow for large-scale popularisation and thus indirectly targeting the members outside the literacy and learning centre. For example an Information-Education-Communication session on AIDS may be the opportunity for each participant to transfer information to at least 10 people in her/his surrounding environment. In this way one group can help another one which was not initially targeted. Similarly, a targeted village can help another village that does not have a learning programme in its area.
5) **Evaluation:** The facilitator should encourage self evaluation and peer evaluation in the group, s/he should master the most appropriate techniques in this domain.	5) Self appreciation of progress made

Role-playing games

Role-playing games may be proposed by the facilitator or the learners and may complement another activity.

In the role-playing game, the participants take on (according to their own ideas) the roles of people who must engage in verbal and non-verbal (body and face gesture, tone of voice) exchange. A theme is launched to start the game. The "actors" are free to interpret their role and to create the dialogue as they wish.

Role-playing games allow for free expression and teach the learners to use their imagination in their verbal and non-verbal exchanges. It is the ideal situation for practicing expression techniques and developing communication related skills.

Example

A role-playing game could serve to further a theme taught in class such as "Smoking is bad for your health" or "The benefits of family planning". In the role-playing game one of the participants will play the role of "tempter" who tries to persuade his companion that smoking is enjoyable, etc. The other plays the role of she or he who refuses. A play, created by learners in small groups, can be performed by two of the learners.

In this example we can see that role-playing games require a situation or a reason for action that is used to start the game and arouse creativity. The learners who are not actively involved in the role-playing should be encouraged by the facilitator to observe and take notes. Otherwise, the game becomes nothing more than a performance. At the end of the game, the facilitator should interrogate the learners, comment on certain strengths and weaknesses and draw lessons from roles played (for example, what kind of behaviour one should adopt regarding tobacco or family planning).

Exercise

1) You must prepare a lesson about HIV/AIDS. Describe how you will apply the steps of the experience-based method, including a role-playing game.

Section 3: What are the main adult learning principles and techniques?

Things to Remember

As facilitators we must know how to conduct teaching and learning sessions for adults. Principles of adult learning differ from those used in children's education. Here are examples which we must consider when conducting teaching and learning sessions:

- Participation and involvement are essential components of adult learning. Participation calls for involvement.
- Adult learning focuses on both individual and group needs.
- The content of adult learning should arise from the concerns of the adult learners and be centred on the learner.
- The overall aim of adult education is to enhance the learners' capacity to participate more actively in the economic, political and social life around them as well as to improve their lives thanks to greater awareness, creativity and emphasising their potential.
- Adult education should be negotiated with the learners and based on the needs they express.

Based on these principles, a methodology for raising awareness and enhancing the abilities of the learners should be used by the facilitator. This will allow her/him to provide a training that takes into consideration all desired aspects of knowledge, skills and attitudes:

Awareness: Awareness can be created through dialogue among participants and the facilitator during which problems and concerns are discussed and analysed; the solutions are then proposed.

Knowledge: Knowledge can be obtained through information input in the form of conferences, discussion groups, the intervention of specialists and through reading. It should be noted that all information should be relevant and accurate.

Skills: Learning new skills or reinforcing existing skills requires:

- A detailed explanation of the process by the facilitator.
- Repeating the explanation of the process while emphasising the key operational points.
- Allowing the learners to explain and then repeat the process themselves. Afterwards, the facilitator explains to them the key operational points.

The practical nature of literacy and non-formal education requires the use of active methods (active learning). In this respect, the training process varies with each discipline. However, the following steps can generally be carried out during a teaching or learning activity:

1. The facilitator must explain the purpose of the class as thoroughly and accurately as possible, illustrating it with one or several concrete examples relevant to each learner.
2. A discussion regarding the related subject is introduced. Discussion allows for the correction of potential misunderstandings and the adjustment of information for each learner.
3. The facilitator evaluates individual learning by means of questions or exercises whose successful completion depends on the understanding of the information that has been given.
4. The facilitator plans lessons in the community for applying what the participants have learned in class.

Section 4: How do we prepare a lesson?

By the end of this section you should be able to:

- Name the different steps for preparing a lesson and justify the theme chosen.
- Apply the lesson preparation principles in a concrete situation taken from the activities of a community-based learning centre

Case Study

Yameni, facilitator in the city of Banka, plans to address the theme of family planning next week with the women learners of the centre. She asks herself how to properly deal with this issue that is of interest to women but is also a controversial subject.

First, she decides to go and see the chief nurse at the health centre to obtain information and documents about the subject. She discusses with the nurse to identify the cases the nurse has to deal with regarding women's reproductive health. She takes advantage of this occasion to ask the nurse if he is available to come to the learning centre to speak with the learners about this subject. The nurse gladly accepts.

With this new information, she asks herself how she can apply the experience-based method recommended for better learner participation and how to make the information immediately applicable to the community. She says to herself that a role-playing game may be an excellent way to expose real problems and to encourage the learners to speak. After thinking through these problems she prepares her activity list while continually looking for connections between the theme and the reading session that will follow the activity.

Section 4: How do we prepare a lesson?

- **What are the different actions that the facilitator carried out to prepare her lesson on reproductive health?**
- **In your opinion, why did she carry out each of these actions?**
- **Why is it important to remember the information received during your facilitator training sessions when you prepare your class?**

The case study allows us to see that the facilitator took the following actions in order to properly prepare and manage her lesson:

Advanced lesson planning: she did not wait until the night before the class to prepare her lesson. She planned it at least one week in advance and actively looked for information on the subject.

Research information about the subject: she used a local source of information to help her better understand the subject, identify concrete examples that could be studied and to help her find learning aids (images, technical materials about family planning techniques, etc.)

Mobilising a resource person to lead the class: she invited the nurse to come to the centre to respond to learner's questions.

Choosing a methodological approach among the participatory methods mastered.

Defining the various steps of the class: she prepares her class planning sheet after she has gone through all the steps listed above.

Learning Points

Further to the approach presented and analysed in the case above you will find an example of a class planning sheet below. It is a guide for the logical management of a lesson from the presentation of the objective to the final assessment of acquired knowledge.

Example of a class planning sheet
Objectives:
Expected results:
Teaching materials and other learning aids:
Length: ..... Date: ..... Place: .....

Step and duration	Activities to be done by the facilitator	Activities to be done by the learners	Materials
Step 1: Initiation and organisation of class	For example - announcing the objectives of the lesson - checking the expectations of the learners on the subject - defining group work methods		
Step 2: Gathering information on the learners' real-life experiences and descriptions about the subject of the lesson			
Step 3: Researching information about the subject			
Step 4: Doing exercises	Possible connections to reading, writing or arithmetic exercises for example		
Step 5: Thinking/Feedback			
Step 6: Evaluating			

Exercise

1) Using the draft of the planning sheet above, establish the lesson plan on the theme of family planning described at the beginning of this section.

Things to Remember

In lesson planning, especially in adult learning, the facilitator must prepare herself/himself beforehand:

- Advanced lesson planning.
- Information search, concrete examples and learning aids about the subject.
- Mobilisation of a resource person to lead the class if necessary.
- Choice of a specific participatory approach.
- Define the different steps of the lesson.

Afterwards, the facilitator can elaborate the planning sheet by drawing inspiration from the participatory methods learned, taking into consideration the importance of the following steps:

1. The introduction of the objectives of the session, the participants' expectations and the working rules.
2. Referring to the participants' real-life situations regarding the subject.
3. Assessing the learners' knowledge about the subject followed by a contribution of additional information.
4. Applying the acquired knowledge through exercises that could be connected to reading, writing or arithmetic.
5. Taking time to think about the knowledge learned and its application to real situations experienced by the learners in their environment.
6. Assessing the learners' knowledge, emphasising self-evaluation.

Section 5: How do we prepare supplementary learning aids?

By the end of this section you should be able to:

- Give the reasons why it is important to use learning aids to make learning more effective.
- Use local materials for creating teaching aids.

Case Study

"When I hear, I forget; when I see, I remember; when I do, I understand." *(Chinese proverb).*

Fatimé has been leading a literary centre in Torrock for some time. She has simply been speaking to the learners, without using visual aids. She eventually realised that the learners had problems remembering the topics that they had previously discussed.

One day, she decided to introduce local materials in order to facilitate a discussion on malaria. Before beginning the class, she placed different herbs on pieces of cardboard and wrote their names. She then asked the participants to bring in other herbs and objects used in the preparation of traditional medicine for treating malaria (for example, lemon, pineapple leaves, neem leaves, etc.) so that she could hang them on the wall. This way, the participants could see them everyday and they would serve as a reminder of what they had learned.

- **Why did the facilitator ask the participants to bring herbs to class?**
- **Why didn't she do it herself?**
- **Why is it important to use local materials?**
- **Why is it important to encourage participants to use their five senses?**

Learning aids are not only printed materials. Objects used in daily life can also be used to illustrate learning activities.

Section 5: How do we prepare supplementary learning aids?

Everyday life objects communicate more directly than pictures. Thus, when a facilitator plans her/his learning activities, s/he should think of ways of using objects easily available in the community.

Learning Points

We call learning aids the various kinds of materials and objects - besides standard learning materials such as books or brochures - that make it easier to understand and to apply new concepts. One example is the use of regularly updated image boxes.

The objects do not always have to be brought to the centre. In some cases, it is a good idea to take the learners outside of the centre to look at things such as gardens, road signs or local plants.

In addition to using local materials, the facilitator can prepare pieces of paper or cardboard that can be used as a support in her/his reading and arithmetic activities.

The learners can make their own teaching materials by, for example, drawing a community map, ranking the problems, making a problem tree, etc.

2 =

Exercise

1) What local materials could be used in your community to serve as teaching aids in your next lesson?
2) List the types of visual aids you will need to prepare your next lesson.
3) What material will you need to prepare these learning aids? Will you make them yourself or ask someone to help you?

Things to Remember

- Learners incorporate new skills and knowledge better if what they learn can be experienced in their daily lives.
- Learning aids are necessary in order to make learning more relevant to the local community. However, it is sometimes difficult to obtain certain materials. Printed materials may be unavailable, costly or irrelevant. One solution to this problem is to make your own learning aids using local materials.
- Learners can also make learning aids.
- The materials to make learning aids can be found in the everyday surroundings of the local community or the region.
- If the facilitator is unable to draw, s/he can ask somebody in the community to help her/him and the learners. Other people who can help include agricultural development workers, health workers, schoolteachers, local NGO workers, etc.

By the end of this section you should be able to:

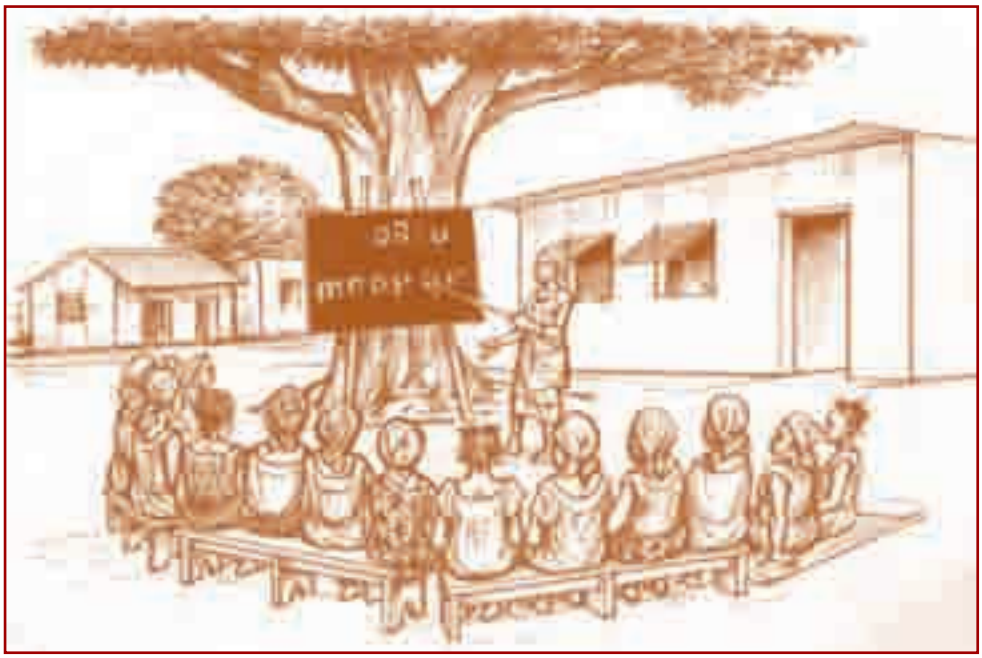
- Describe at least three different layouts for distributing learners in a learning space.
- Describe the advantages of each layout and justify its choice based on the type of activity or desired result.
- Create a favourable learning environment.

Case Study

In the literacy class in Kpon, the participants used a primary school classroom equipped with tables and benches for children. After some time, Mansa realised that the seating arrangements were so uncomfortable that some learners were complaining. Others, at the back of the class, complained that they could not see because those in the front were too tall.

Mansa realised that the environment was very important to improve the quality of the learning. She decided to use the classroom only for certain lessons. For others, she asked the participants to go outside of the classroom and sit in a semi-circle on benches or mats in such a way that everyone could see.

At times she would use a blackboard, and at others she would begin the lesson by songs or dances that the participants knew well.



- **Why did the learners in the Kpon centre complain?**
- **What did Mansa do to solve the problem?**
- **What do you think of the actions she undertook?**
- **Are there other ways to solve the problem?**

Section 6: How do we create a positive learning environment?

In the above case, Mansa recognised that it is difficult for people to learn when they are subjected to certain conditions such as being uncomfortable, feeling unsafe, being placed in an unhealthy environment, etc. Before starting a teaching and learning session, the facilitator must look around and verify that the centre is a comfortable place where learners will want to come. Mansa made sure that everyone could sit comfortably and that everyone could see. She also introduced new ways of making the participants feel comfortable, interesting and keeping the participants alert through songs, theatre, storytelling, etc.

Learning Points

There are two types of environment: a physical environment and a psychological environment:

The physical environment includes the building where the literacy and non-formal education classes take place as well as the furniture and supplies used in the classroom. To ensure that the physical environment is effective and favourable to learning activities, we can ask ourselves the following questions:

- Do the learners have enough space to sit?
- Is there enough light?
- Does the seating arrangement allow all learners to see the learning aids as well as each other?
- Is the learning space attractive, with photos, maps, etc.?
- Is noise from outside bothersome?

The psychological environment: Adult learners need to feel comfortable in their minds when they learn. You can help them answer questions such as:

- Am I comfortable and rested when I am in class?
- Am I shy in class?
- Do others listen to me and respect my ideas?

Example of an "ice-breaking game": exercise to re-energise the learners

1. Ask the participants to stand up and form a circle.
2. Ask the participants to clap when you stretch your right arm, and then again when you stretch your left arm.
3. Stretch your arms slowly at first, one after the other, then accelerate the movement. In this way, the clapping will increase with the movement of your hands.

Exercise

1) What changes can you make to improve your current learning environment so as to help your learners progress?
2) Try to find an example, if possible from your past experience, of a situation that disturbed your learners.
3) How did you resolve the problem?
4) If you were confronted with that situation today, what would you do?

Things to Remember

Each person has a different way of learning.

As a facilitator, we must make sure that the literacy and non-formal education centre is interesting, attractive and comfortable for the learners:

- All participants must be seated in a way that allows each of them to see well, preferably in the form of a semi -circle or a horseshoe.
- People with vision or hearing problems should be seated in front.
- The facilitator should move around the classroom and not always stay in front of the learners.
- To make the environment pleasant and welcoming, or simply to keep the learners interested, it is possible to play certain "ice-breaking" games.
- While preparing lesson plans, it is important to introduce learning sessions applying a participatory technique.

Self Evaluation

Now that you have completed Module 4, you should be able to answer each of the following questions. If you are unable to do so, go back and read again the section where you have difficulties. Then try once more to answer the questions regarding that section.

Q1. Name and justify at least three benefits that literacy can bring to a learner or a community. *(Section 1)*

Q2. Should we teach adults and children in the same way? Justify your answer. *(Section 2)*

Q3. You must address in your centre the theme of sexual mutilation practiced on women. Explain how you are going to organise this session using the experience-based method. *(Section 3)*

Q4. What are the different steps you should follow to prepare a lesson? *(Section 4)*

Q5. When teaching adults, why is it recommended to use objects found in the local environment as learning aids rather than limiting oneself to books? *(Section 5)*

Q6. List three things you can do to make the physical environment of your centre attractive and three things to improve the psychological environment. *(Section 6)*

Assessment of Learning Achievement Assessment of Learning Achievement Assessment of Learning Achievement Assessment of Learning Achievement Assessment of Learning Achievement Assessment of Learning Achievement Assessment of Learning Achievement Assessment of Learning Achievement Assessment of Learning Achievement

module five

Assessment of Learning Achievement

module 5

Introduction

Section 1: What is an assessment and why should we assess?

Section 2: What and how should we assess?

Section 3: How do we use the results of an assessment?

Self Evaluation

Assessment of Learning Achievement Assessment of Learning Achievement Assessment of Learning Achievement Assessment of Learning Achievement Assessment of Learning Achievement Assessment of Learning Achievement Assessment of Learning Achievement Assessment of Learning Achievement Assessment of Learning Achievement

5 module

Assessment of Learning Achievement

Introduction

In most literacy and non-formal education programmes the following observations have been made:

- Continued illiteracy: certain participants do not hesitate to acknowledge that despite their participation in numerous training sessions, they do not acquire lasting skills.
- A high dropout rate and frequent absenteeism.
- Low quality of the learning achievement.

Keeping these observations in mind, it is important that the facilitator regularly assess the results of her/his actions in order to adjust the programme according to the needs of the learners.

This is why, in this module, we will examine different ways to make assessment more interesting, friendly, participatory and less stressful. Many different factors can be assessed, including how much a person knows, the skills s/he has developed or how her/his attitude has changed. The following sections will give an overall view of what is meant by "assessment".

Section 1: What is an assessment and why should we assess?
Section 2: What and how should we assess?
Section 3: How do we use the results of an assessment?

For each section, there is an exercise to help you check your understanding. Pages have been provided at the end of this Handbook for writing your answers. These pages can also be used for taking personal notes.

Section 1: What is an assessment and why should we assess?

By the end of this section you should be able to:

- Explain what is meant by assessment.
- Give at least three reasons why it is important to assess.
- Say who can benefit from assessment.

Case Study

Mabinty is a facilitator in a small village called Magbeni. Everyday she starts each of her lessons by greeting the learners and reviewing the lessons of the previous day. She asks each learner a question. For example: "What are the two things you remember most from yesterday's lesson?" Afterwards, she discusses the different answers with the learners. Then, she asks them to write on the board or in their notebooks some of the words or sentences that they have been practicing and asks them to read the words and the letters.

A little later, when Mabinty wants to verify the progress of the learners, she notices that some are able to respond immediately and others have difficulty answering. Sometimes some learners find it difficult to write on the board. She also notices that some can easily read two simple paragraphs. Yet a few are having difficulty reading.

- **Why does Mabinty begin her lesson by asking the learners what they learned the day before?**
- **What are the different skills she is assessing?**
- **What is Mabinty discovering about her learners?**
- **How often should we assess the level of our learners?**

The fact that Mabinty begins her lesson by asking the learners questions allows her to be sure that the learners have obtained a certain level of knowledge before continuing

with her programme. If it is necessary, she can go back and review certain notions with her learners.

This way of gathering reliable information about the learners' knowledge by using specific procedures, such as questioning in order to make a decision afterwards, is called assessment.

Learning Points

What is assessment of achievement?

The process of determining learners' progress, what they do or do not know, is called assessment of learning achievement. It is important for facilitators to receive regular feedback from their learners. Assessment can be defined as a way of following up and checking what skills, knowledge and attitudes the learners have acquired.

Why should we assess?

It is important to know how the learners are progressing. Assessment is important to receive feedback in order to know to what extent we are achieving our goals. We need this information to help us make decisions about how to better help our learners, or whether it is possible to move on to the next subject. Assessment is also important for the learners. It helps them to see what they have already learned and can help motivate them.

Exercise

1) What aspects of your lesson did you assess at the end of your literacy class?

2) Why did you choose to assess these elements?

3) Give reasons that justify the need to carry out assessments.

Things to Remember

What is an assessment?

- It is a continual and essential process for checking the progress of your learners.
- Assessment must cover three domains: knowledge, skills and attitudes.
- Assessment allows us to look at the results of what we are doing and to make sure that it is effective and corresponds to our goals.

Why do we assess?

- Assessment helps to identify the different skills of the learners and to what extent we have responded to their needs.
- Assessment can help the facilitator adapt the teaching method to the learners' needs.

Section 2: What and how should we assess?

By the end of this section you should be able to:

- Identify the different domains of learning assessment (knowledge, skills and attitudes).
- List the different methods and tools used in assessment.
- Name the different people who can carry out assessments.

Case Study

Ujulu noticed that Tsehay Gemeda looked upset each time she had to take a formal test. She would start to sweat, it would take her a long time to answer the questions and she would go away looking very depressed.

In fact, many of his learners looked gloomy when they left the centre after a test. Some even refused to come to class if they knew they were going to be tested. Ujulu wanted to know other methods, that are less stressful, to check if the learners were learning anything in class.

- **How did Ujulu assess Tsehay's knowledge?**
- **Why don't the learners in this centre like formal exams?**
- **What are the other methods that Ujulu could have used to assess his learners?**
- **Why is it important to use different assessment methods?**
- **Who else could have done this assessment?**

In this case we can note that Ujulu, although he had good intentions, was unable to make the learners feel comfortable when he organised formal evaluations. The learners were afraid of failure, as is the case for most adults. This is why it is important to choose the correct methods and tools of assessment and to make sure that the learners feel comfortable in every situation.

Learning Points

The facilitator can assess her/his learners in three domains:

Knowledge: What is HIV, AIDS; what are the malaria prevention methods; where can one obtain a list of the micro-credit institutions in the area, etc.?

Skills: the ability to read, write, calculate, eliminate parasites, make water drinkable, etc.

Attitudes: being tolerant, protecting public property, being clean, respecting others, etc.

When to evaluate?

We can evaluate:

- **At the beginning of a lesson or before starting an activity:** in order to know the learners' ability to answer the question or to know if the participants have the required knowledge that will permit them to follow the lesson. *This is diagnostic assessment.*
- **During the teaching/learning:** in order to assure that the learning takes place normally and to be able to adjust it according to the learners' level of understanding. *This is formative assessment.*
- **At the end of the process (lesson or programme):** in order to measure final results, verify the knowledge and/or decide what to do next. *This is summary assessment.*

How to assess?

Several tools and methods exist for assessing the learners, as shown in the following diagram:

Section 2: What and how should we assess?

Who can evaluate?

Assessment of learning achievements is not only the facilitator's responsibility. The following people can also assess:

- The supervisor.
- The learners: self-evaluation, peer evaluation (learners assessing each other).
- The members of the management committee (in the community).

Exercise

1) From the tools mentioned above:

a) Which tools have you already used and under what circumstances?

b) Which tools seemed easy to use and why?

c) Which tools seemed difficult to use and why?

Things to Remember

- Assessment results can show the relative performance of the learners and the progress made towards a set goal.
- The facilitator should vary the methods that s/he uses to assess the learners.
- Assessment should be done at different stages of the learning process.

By the end of this section you should be able to:

- Describe how we can use assessment results.
- Compare assessment results to a programme's objectives.

Case Study

After having done an assessment, Mario went back to look at the expectations expressed by each learner at the beginning of the programme. One wanted to know how to write a simple letter to a friend, another wanted to learn how to calculate prices. Mario reminded himself of the objective of the programme: "help the learners acquire basic literacy skills". He found that the needs of some learners had been met, while that of others had not. He also noticed that he was behind schedule with regard to the curriculum.

- **What caused the difference between the assessment results and the expectations expressed by the learners at the beginning of the programme?**
- **If you were Mario, what would you do after this assessment?**

It was very good of Mario to compare the assessment results he obtained with the expected results of the programme. By recognising the fact that he is behind schedule he can make relevant decisions such as organising make-up classes, readjusting the calendar, consulting the students about what should be done in light of this situation, etc.

Section 3: Do we use the results of an assessment?

Learning Points

Assessment results should be interpreted in view of the programme's objectives as well as the learners' expectations. They should also be used to:

- Explain the causes and consequences of the gaps that had been identified.
- Adjust the scheduling of activities.
- Discuss with the learners and the management committee in order to take the necessary measures.
- Improve the teaching and learning methods and learner participation.

Exercise

1) What can you do with assessment results?

2) How should we share assessment results with the learners?

Things to Remember

Assessment results should be used to correct weaknesses found and to motivate the learners. We should be aware of the various reasons why learners have decided to come to the programme when we are planning our assessments. In other words, the assessment must not primarily focus on what we want or what the national curriculum wants but also on what the learners want.

Assessment results should be recorded, shared with the different people involved and used to make decisions concerning the continuation of the activities or programmes.

Self Evaluation

Now that you have completed Module 5, you should be able to answer each of the following questions. If you are unable to do so, go back and read over the section where you have difficulties. Then try once more to answer the questions regarding that section.

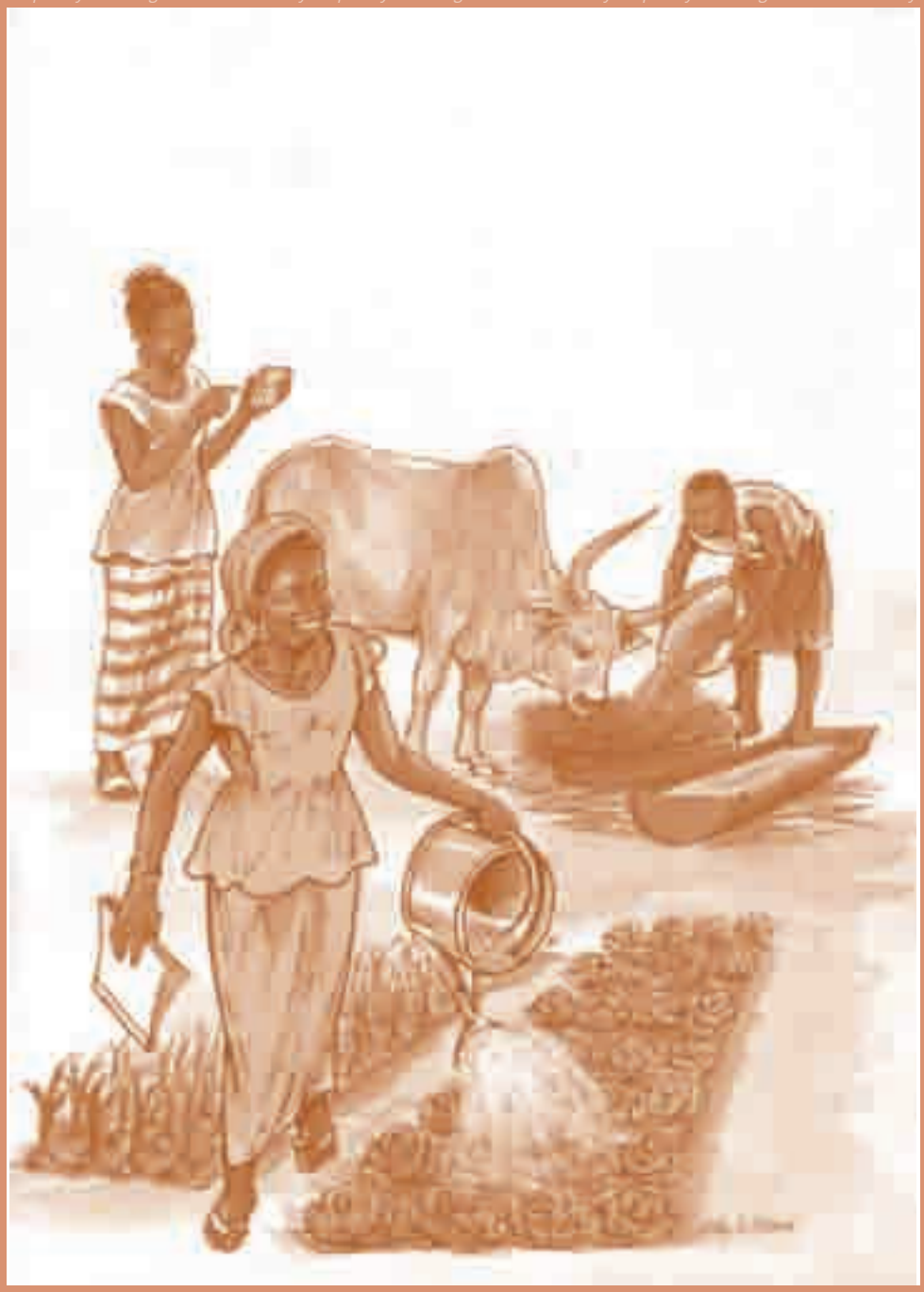
Q1. Give three reasons why it is important to assess. *(Section 1)*

Q2. When can assessment take place and what are its advantages? *(Section 2)*

Q3. How can we use group discussion to evaluate the learners' achievements? *(Section 3)*

Q4. For what purpose and how should we use assessment results? *(Section 3)*

Q5. How can we share assessment results with the learners and why should we do this? *(Section 3)*



module six

Capacity Building for Sustainability

module 6

Introduction

Section 1: How can we build the capacity of communities to ensure sustainability of the centre's activities?

Section 2: How do we encourage participants to take on responsibilities within their locality?

Section 3: How do we make a programme sustainable?

Self Evaluation

6 module

Capacity Building for Sustainability

Introduction

Programmes that are designed to alleviate poverty focus on:

- Increasing the beneficiary's income through various employment creating activities.
- Increasing the beneficiary's access to basic social services.
- Building the productive capacities of the beneficiaries.
- Enhancing the psycho-social abilities of the learners (identification, analysis, planning, implementation and monitoring of their own programmes).
- Including "safety nets" when planning activities.
- Promoting the economic status of the learners, especially women.

All projects and programmes have a life cycle. In order to ensure the longevity of programme activities, we need to develop the capacity of the community to take over as soon as it becomes necessary, or at least to continue operating the activities which have been designed for them. This will reduce dependency on others and ensure the sustainability of the programme

In line with this, the objectives of literacy and non-formal education are to raise awareness and promote knowledge and skills that will build self-reliance. Accordingly, with the support of the management committee, the facilitator is expected to:

- Focus on capacity building of the community organisations by undertaking training activities that are relevant to their needs.
- Promote networking among various groups in the community.
- Help develop the skills of the various members of the community so that they can participate and communicate effectively with each other.
- Identify potential leaders and help enhance their leadership skills.
- Oversee the implementation of community activities.
- Encourage participatory management and accountability.
- Seek financial, material and human resources.

This module includes the following sections:

Section 1: How can we build the capacity of communities to ensure sustainability of the centre's activities?
Section 2: How do we encourage participants to take on responsibilities within their locality?
Section 3: How do we make a programme sustainable?

For each section, there is an exercise to help you check your understanding. Pages have been provided at the end of this Handbook for writing your answers. These pages can also be used for taking personal notes.

Section 1: How can we build the capacity of communities to ensure sustainability of the centre's activities?

By the end of this section you should be able to:

- Explain why it is important to build the capacity of a community to ensure sustainability of literacy activities.
- Describe how you can help the community to build its own capacity to continue a literacy programme.

Case Study

L'ANACLAC, an NGO specialised in literacy, sent a volunteer to the Mada community to start a literacy programme. The volunteer was taught that she should help the community gain ownership of the programme. The volunteer received everything from the NGO that employed her. She is now at the end of the second year of her mission and must return home. When she announced her plan to leave, the community was extremely surprised and a certain panic began to spread. They realised that the literacy programme will end with the departure of the volunteer, as there is no one in the community capable of continuing the programme once she has left.

- **What is the main problem raised in the case study?**
- **Why is the community not in a position to continue the literacy courses after the departure of the volunteer?**
- **What should the volunteer have done right from the start?**
- **What steps should the community have taken to ensure the continuity of the classes?**

The facilitator must keep in mind the different aspects of programme ownership by the community. This ownership could have been established by assisting the community in identifying a counterpart or assistant and building her/his capacity to support the facilitator in her efforts. Mada could have identified people with leadership potential and trained them to take over.

Learning Points

The community must identify individuals residing in the village, who have benefited from the programme and who can work with the facilitators. The aim is to build local capacity to continue the activities of the centre.

The roles of the counterpart or assistant are to assist the facilitator in:

- Carrying out sensitisation, training and other facilitation activities.
- Managing the community centre.
- Implementing programme activities.

Having a counterpart or assistant ensures the smooth replacement of the facilitator, thus avoiding a vacuum when s/he leaves.

Criteria for selection

The following criteria can be applied for the selection of a counterpart or assistant:

- Basic academic qualifications (preferably, nine years of schooling).
- Acceptance by the community.
- Availability.
- Voluntary commitment to serve the community.
- Willingness to be trained.
- Skills for animating, leading and organising lessons.
- Ability to initiate and sense of responsibility.

These criteria should be seen as a guideline and not as an obligation. *For, whenever possible, it is important to give opportunities to neo-literates.*

Training requirement

It is up to the facilitator to make sure that the counterpart receives proper training. By working closely with the facilitators , the counterpart or assistant will be able to build her/his own capacity to work in a learning centre (demonstration of lessons, practice teaching, observation of classes and animation activities, keeping a library, managing documents).

Exercise

1) Based on the criteria mentioned above, who can be a suitable counterpart in your community?
2) How can you develop the capacity of a counterpart and other individuals or groups in your community?

Things to Remember

When we plan for building the capacity of communities to ensure the sustainability of literacy programmes, it is not only the counterpart's awareness and capacity that needs to be developed, but also that of the whole community. During this process, we need to identify other individuals and groups capable of assisting us in carrying out activities and providing the required assistance for the planning and implementation of activities that emerge out of the community's needs.

Section 2: How do we encourage participants to take on responsibilities within their locality?

By the end of this section you should be able to:

- Explain why it is important to mobilise local resources.
- Help the participants to do a personal assessment of their skills and abilities.
- Help participants achieve a sense of self-esteem.

Case Study

In a nearby village, it was realised that the appointment of a counterpart and of an assistant to support the facilitator was not sufficient since both of them would leave if they found a better opportunity elsewhere.

Based on this realisation, it was agreed at a management committee meeting that training programmes should be arranged for all the committee members to help them acquire the knowledge and skills needed to do things for themselves. This proposal was discussed at the village general assembly and agreed upon, with the condition that the members of the community would contribute half of the amount required for training. The other half, along with the technical expertise, would be sought from development agencies working in the area. The committee also realised that this practice of cost sharing (local resource mobilisation) would help the community to undertake development activities on a self-supporting basis, which would ultimately reduce the dependency on external assistance.

- **Why is it necessary to organise training for the committee members?**
- **If you cannot get money from external sources for your activities, how can you help the community raise money?**
- **What other agencies can help you to sustain your programme?**

Sustaining a programme in a community requires adequate resources (money, knowledgeable people and materials). To acquire needed resources it is important to link up with other agencies and mobilise community resources.

Learning Points

One of the roles of the facilitator is to encourage community members to take on roles and assume responsibilities. To do this the facilitator must:

- Help people to develop a better sense of self-esteem by making them aware of their potential and abilities. This can be done by recognising and acknowledging what they have already achieved.
- Help each person to carry out a personal assessment, i.e. (i) look at the skills and abilities acquired throughout their professional and social life and (ii) evaluate the aptitudes and potential for self-development.
- Identify the reasons for reluctant behaviour (economic, social, psychological cultural).
- Examine existing opportunities to take on responsibilities in the community.
- Convince or persuade individuals to take up these positions of responsibility

Exercise

1) In your class, organise a session for a group discussion to identify the positions of responsibility that the participants could take on.

2) With the learners, determine who amongst them is in the best position to take on these positions of responsibility. Justify your choices.

Things to Remember

The facilitator must also help the community to identify and make use of competent human resources, in other words people who can efficiently implement development activities. For this, s/he must encourage community members, and learners in particular, to take on responsibilities within their community. S/he should also help them gain a higher sense of self-esteem by identifying their personal strengths and weaknesses through a personal skills assessment. This assessment will help them overcome any obstacles to their genuine desire to take on responsibilities.

Section 3: How do we make a programme sustainable?

By the end of this section you should be able to:

- Describe the process of transforming a community-based learning centre into a community-based organisation.
- Describe the steps for developing a project.
- Help participants to identify and formulate a project.
- Identify available resources and means of finance within the locality.

Case Study

The training activities described in the previous section were implemented. At the end everyone was happy with their newly acquired skills, in particular that of proposal writing.

Shortly after the training the committee members were informed that the funding for the centre would soon come to an end. The management committee called a meeting to discuss what should be done. A few days later, a team from the welfare department came to the village to inform them that funds are available for income-generating activities, but to be eligible the community centre had to be registered as community-based organisation and submit a proposal. The committee divided itself into two teams, one team wrote a project proposal and the other went to the social welfare department to register their community-based learning centre as a "community-based organisation". The project was approved. Also, to help maintain the community-based organisation, each village member agreed to pay a 10% interest on any loan given to her/him.

- **Was the community able to easily access the funds made available by the welfare department?**
- **If not, what did they do to gain access to the funds?**
- **How did the community generate additional funds for their organisation?**
- **What skills were developed in the process of transforming their centre into a "community-based organisation"?**

One method of sustaining the activities of a community-based learning centre is to transform it into a community-based organisation and register it with the appropriate authorities in order to have a legal status. This will link you with other agencies, which will enable you to access their services and funds.

The facilitator must know that one of her/his missions is to assist communities in her/his area in their various development programmes and to facilitate their access to strategic information (existing opportunities, sources of finance, terms for accessing them, etc.).

Learning Points

What is a project?

A project is the means for achieving a goal.
The aim of an income-generating project is, for example, to increase the income of the target group by building their capacity to sustain income generation.

A project proposal could be individual or collective and must specify:

- The reasons for the project (i.e. justification of farming in the locality).
- The objectives (what is to be achieved).
- Main activities to be carried out to reach the objectives.
- The expected results (i.e. what results will show that the people involved are satisfied).
- The time frame (duration of the project).
- The budget and its distribution amongst each activity.
- Activity plan (when you plan to start and end each project activity).
- Monitoring and evaluation (to assess the progress and final product).

What are the possible sources of support?

The community-based organisation can take advantage of the following types of support:

Administrative support: From the facilitators, decentralised state services, local powers, etc.

Financial and material support: From local powers, established projects in the area, NGOs, donors, financial institutions (banks, micro-credit institutions, mutual benefit societies, cooperatives, etc.)

Section 3: How do we make a programme sustainable?

Technical support: From technical agents of ministries and NGOs, facilitators, etc.

Moral support: From the local authorities, community leaders, facilitators and other similar agencies and organisations.

Exercise

1) On the basis of what you know about your locality, list the types of projects that could work in your area and explain your choices.
2) List the possible sources of support in your locality.
3) Design a project with your learners. Remember to include the elements mentioned in the "Learning Points".

Things to Remember

Communities need the support of the facilitator to design their projects and to find sources of financial and other needed means of support.

Therefore, the facilitator must also master the steps for designing a project so as to support the community in the design and implementation of its own projects.

Self Evaluation

Now that you have completed Module 6, you should be able to answer each of the following questions. If you are unable to do so, go back and read over the section where you have difficulties. Then try once more to answer the questions regarding that section.

Q1. In how many ways can support be provided to your centre? *(Section 1)*

Q2. How can you mobilise resources to develop the capacity to sustain your centre? *(Section 2)*

Q3. What do you need to do to transform your centre into a "community-based organisation"? *(Section 3)*

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Specific Themes module 7

Introduction

Section 1: How do we prevent and resolve conflicts?
Section 2: How do we deal with gender-related issues?
Section 3: What do we need to know about HIV and AIDS?
Section 4: What are the principles of democracy and what are the principals human rights?

Self Evaluation

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7 module Specific Themes

Introduction

At the Jomtien (Thailand) World Conference on Education for All of 1990, basic education was defined as that which offers an individual, in a given historical, social and linguistic context, the ability to acquire a minimum level of knowledge, skills and attitudes allowing her/him to understand her/his environment, to pursue her/his education and training and to contribute in a more efficient manner to economic, social, cultural and political development.

The most successful literacy programmes are those which also aim at offering the learner a minimum level of knowledge, skills and attitudes considered to be essential for everyday life and likely to help the learner understand the problems related to her/his environment, to be aware of her/his duties and rights, and finally to participate in the socio-economic development of the community.

Within this framework, the roles of the facilitator should be to:

- Know her/his part in promoting local development.
- Carry out action-research.
- Apply participatory analysis techniques to their surroundings.
- Become familiar with certain development themes such as HIV and AIDS, poverty reduction, human rights, conflict management, etc.

To carry out these objectives, the facilitator should be able to:

- Provide information to promote social integration (human rights).
- Support decentralisation (transfer of competencies to the communities so that they may have a better control over their destinies).
- Provide information on pandemics such as HIV, AIDS, malaria, sexually transmitted infections (STIs) etc.
- Take into consideration the issues of gender and development (capacity building, increased autonomy and responsibilities for women).

In this respect, a large number of themes may be developed to serve as topics according to the community's needs. Module 7 includes four examples of such themes.

Section 1: How do we prevent and resolve conflicts?
Section 2: How do we deal with gender-related issues?
Section 3: What do we need to know about HIV and AIDS?
Section 4: What are the principles of democracy and what are the principal human rights?

For each section, there is an exercise to help you check your understanding. Pages have been provided at the end of this Handbook for writing your answers. These pages can also be used for taking personal notes.

Section 1: How do we prevent and resolve conflicts?

By the end of this section you should be able to:

- Explain what conflict is.
- Identify different types of conflict that can arise in a society.
- Explain how to prevent and resolve conflicts without violence.

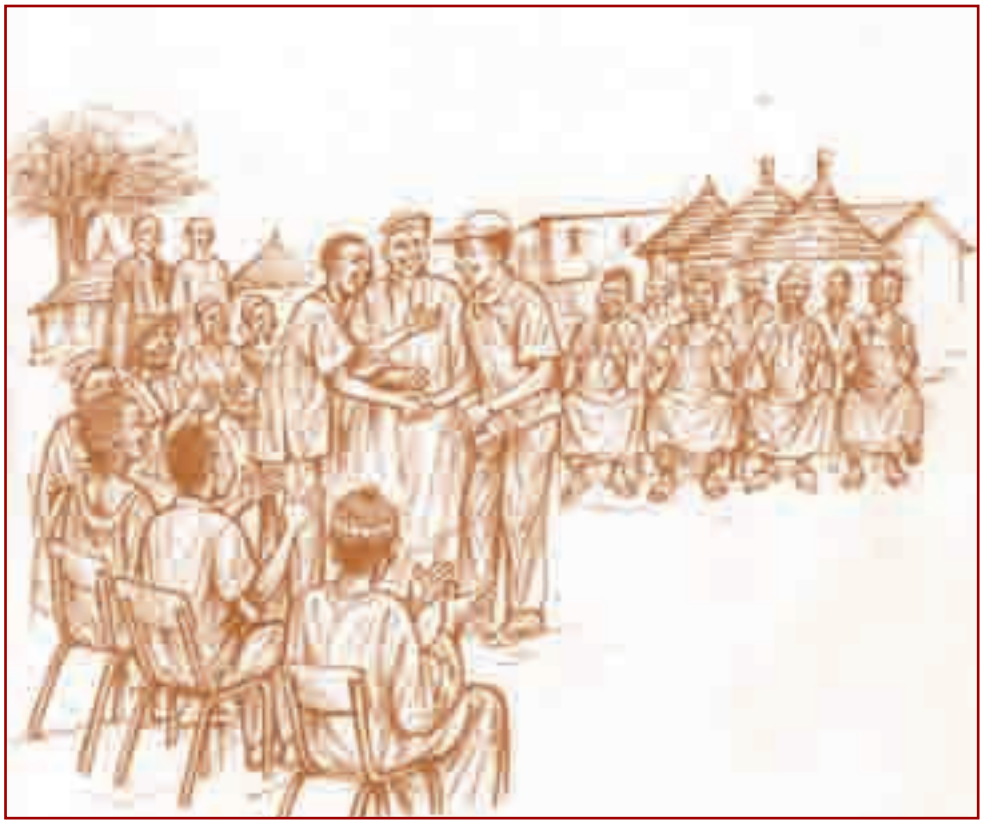
Case Study

Case 1

The members of the village's youth association asked for permission to organise a New Year's Eve party on the premises of the community centre in order to raise funds for their association. Since there was a risk of damaging the equipment and facilities, the facilitator refused to grant them permission. The young men and women threatened to stop participating in the centre's activities (resource mobilisation, repairs, etc.). Some members of the management committee thought that, although justified, the refusal of the facilitator to allow the youths to use the centre might cause a lot of problems, while a small group agreed with the facilitator's decision. A meeting was called to resolve the conflict. It was decided that the youth would be allowed to use the facilities on the condition that they would pay for any item lost or damaged. The youth agreed.

Case 2

A community-based organisation decided to buy a computer. The chairperson and finance sub-committee could not agree on where to buy it. This resulted in a conflict that brought the activities of the organisation to a standstill. The matter was referred to the council of elders, which, in its wisdom, decided to establish purchasing rules for the organisation. Both parties agreed to this decision. In this way, the conflict was resolved.



- What was the cause of the conflict in the first case?
- Who were the people involved?
- How was the conflict prevented?
- What was the cause of the conflict in the second case?
- How was the conflict resolved in the second case?

Learning Points

What is a conflict?

A conflict is an active disagreement between people with opposing opinions or principles, which sometimes results in a confrontation.

Types of conflicts

A conflict can be personal or related to a group.

- **A personal conflict** arises when two individuals have opposing opinions. A conflict such as the one between David and Goliath arises when a single individual is opposed to the ideas of a group.
- **A group conflict** arises when two or more groups have opposing ideas.
- **Intra - group conflict** arises within the members or teams of the same group.
- **Inter - group conflict** occurs between two separate groups.

What is conflict resolution?

Conflict resolution is a process of resolving a dispute or a conflict by responding to the wishes of each side and adequately addressing their interests so that they are satisfied with the outcome. Conflict resolution aims to end a conflict before it can start or escalate to physical fighting.

The different methods of conflict resolution:

There are several methods for resolving conflict. Some are given below:

- **Collaboration:** When two parties are willing to find a solution, the method of collaboration is found to be effective. With this method, everybody wins. It is similar to what is called a "win-win" situation in negotiation.
- **Accommodation:** This method is effective when cooperation is high, when the issue is not important or when you realise you are in the wrong regarding an issue.
- **Avoidance:** This is a non-cooperative method. For example, when a problem is of little importance to you or when you feel others may resolve the conflict more effectively, this method can be used as an initial strategy to allow parties to "cool down".
- **Competition:** is a "win-lose" situation used when the desire to cooperate is low. This method is appropriate when a quick decision is vital, as in the case of emergencies or when no decision can be agreed upon.
- **Compromise:** This method is a blend of all the others and includes all the elements of the various methods. It is suitable in the case of conflicts of moderate importance.

Section 1: How do we prevent and resolve conflicts?

The steps in conflict resolution

The main steps in conflict resolution are as follows:

Step 1 - Establish the facts: the source of the conflict, people involved, etc.

Step 2 - Identify the needs of both parties: identify the needs of the individuals or groups.

Step 3 - Assess the situation: extent of the conflict, situations that can be prevented or resolved, analysis of the problems, and probability of finding a solution.

Step 4 - Selection of a process for resolving the conflict: discussions, informal or formal meetings, public meeting, avoidance, etc.

Step 5 - Finding a solution: finding a common ground to agree on (a compromise proposed by the mediator, separate proposals from each party, working towards a common agreement followed by a negotiation of each point of the agreement, etc.)

Step 6 - Agreement and implementation: having both sides respect the agreement, having the same understanding of what has been agreed on and what must be done by each party.

Exercise

1) Describe a conflict that has occurred in your community.
2) How was it resolved?
3) If you were a mediator, what steps would you follow to resolve a conflict?

Things to Remember

Achieving success in conflict resolution means making informed choices. The mediator of a conflict should:

- Correctly understand the nature of the conflict.
- Identify the needs of each party.
- Develop a strategy.
- Prepare herself/himself for the negotiation.

It is better to prevent conflict than wait to resolve it:

"An ounce of prevention is worth a pound of cure."

By the end of this section you should be able to:

- Explain the concepts of gender and sex.
- Identify and analyse questions related to gender in the community.
- Use the gender approach in your activities.

Case Study

Case 1

In a neighbourhood outside the city of Bouar, the participants of the literacy programme decided to undertake an income-generating activity. The class agreed on goat rearing. Later, the men in the class decided that the women should plant vegetables instead. Their decision was based on the belief that men and women are different, and so goat rearing was not a task for women. Although the women in the class insisted that they were able to rear goats, the men still refused. This resulted in a big argument between the men and the women. The facilitator decided that the problem would be discussed during a special session of the literacy classes.

Case 2

At a monthly facilitators' meeting, one of the facilitators expressed concern because many of the women in his class, who at the beginning used to come quite regularly, were starting to drop out. After investigation, he realised that the women had too many responsibilities at home and thus didn't have enough time to attend the literacy class. The other facilitators advised him to use a workload calendar specific to each gender in order to help the men and the women see their respective duties. Once the learners filled out the workload calendar they realised that the women's workload could be reduced if the men agreed to take on some of the women's duties.

- **In case 1, was the facilitator aware of the differences between men and women when he chose the activity?**
- **How do men and women differ?**
- **Which of these differences are biological and which are cultural?**

It is important to understand that although there are differences between men and women, this should not stop them from doing similar tasks or activities within the community.

Nonetheless, traditionally there is a separation of duties between men and women based either on their biological differences or on their socio-cultural choices or both. This sometimes generates frustrations and hinders harmonious and participatory development in the community. That is why it is essential to give importance to gender issues in all the different aspects of community life.

In all societies men and women have specific duties and they each assume different household responsibilities. Women generally shoulder both "reproductive" (as mother and wife) and "productive" responsibilities. A large part of their job is not remunerated, even if it is productive. Men generally have a minor role in doing housework: society expects them to be working and earning a living outside their homes.

Learning Points

What is the difference between sex and gender?

Sex indicates the biological differences between men and women, regardless of their culture or the society that they live in. **Gender**, in contrast, is the culturally-specific set of characteristics that explains the social behaviour of women and men and the relationship between them. Gender therefore refers to the relationship between men and women. Gender differences are socially constructed and so can differ from one society to another as well as change over time. **Gender relations** are defined as the mechanisms, specific to each culture, that determine the functions and responsibilities assigned to men and women. In effect, they determine the access to material resources (land, credit, training, etc.) and immaterial resources such as power. Gender relations affect daily lives in many ways: division of domestic and extra-domestic tasks and family responsibilities, level of education and professional advancement opportunities, integration into positions of power and the capacity to negotiate and decide, etc.

The roles defined according to cultural customs tend to limit women's access to certain privileges and marginalise them. As a result, women have:

- Difficulty accessing resources.
- Little control over resources.
- Weak decision-making power regarding issues that directly affect their lives.

These are culturally assigned roles that we generally refer to as "gender roles".

Exercise

1) Using a table such as the one given below, list some biological and socio-cultural differences between men and women in your community.

Biological Differences	Cultural Differences

2) Write down songs from, or common sayings in your community that indicate what society expects men and women to do.
3) List any culturally assigned roles you can think of that marginalise women in your country.
4) How can we address these issues?
5) Draw a workload calendar for yourself and for the women in your family based on the example given on the next page.

Section 2: How do we deal with gender-related issues?

Example of a gender workload calender

There are three methods for making a gender workload calendar:

1st method: Ask the learners to organise themselves into groups according to certain criteria (age, sex, where they work, etc.) and let each group identify or list the different activities that they perform in a day, a month or even a year.

2nd method: Let the men in the class write down the women's workload while the women do the same for the men.

3rd method: Let the men and the women discuss and identify each other's activities.

Here is an example of a daily workload calendar :

	Morning	Noon	Night
Men	• Milk the cows. • Go to the farm. • Bring the animals to the pasture.	• Play dice.	• Animals. • Come home from the farm.
Women	• Fetch water and wood. • Prepare breakfast. • Do the washing up. • Bathe the children. • Go to the market.	• Prepare a meal for the family. • Grind the flour.	• Prepare dinner. • Fetch water. • Do the washing up. • Bathe the children.

Things to Remember

Gender issues are related to basic human rights and should be discussed with your learners during the class.

- Men and women have the same rights and this equality must be respected.
- Men and women have different responsibilities but they should be complementary.
- Women and girls find themselves marginalised in society because of responsibilities and culturally defined roles which, in certain cases, can and should be changed.
- As facilitators, it is important that we do gender analysis in order to help men and women support each other in their community.
- If you have difficulties handling this issue there are people such as technical service community development agents or NGO staff who can help you.

By the end of this section you should be able to:

- Explain the meaning of HIV and AIDS.
- Describe the various ways by which the HIV infection can be transmitted and the ways it can not be transmitted.
- Explain how HIV infection can be prevented.

Case Study

Mr. X, from the Y neighbourhood, is a university graduate and has a very good job. He was posted to a rural area. One day, he went to attend a workshop in the city and there he met a beautiful lady who was an accountant in a ministry. They fell in love and decided to marry. After three years, he noticed that he was falling ill frequently. He went to see his doctor, and on his counsel, agreed to get an HIV antibody test done. It was detected that he had HIV. He went home and spoke to his wife and she decided to be tested as well. The test revealed that she was also HIV positive. Everybody in their family wondered how they had gotten infected, as they had both lived respectable lives before marriage. Neither one had a history of injecting drug use, nor had they received a blood transfusion.

❍ **In your opinion, how was the couple infected with HIV?**

Section 3: What do we need to know about HIV and AIDS?

Learning points

The acronym HIV stands for Human Immunodeficiency Virus. It is the virus that causes AIDS (Acquired Immunodeficiency Syndrome). AIDS is a serious condition in which the body's defences against some illnesses are broken down. This means that people with AIDS can get many different kinds of diseases which a healthy person's body would normally fight off quite easily. It can be said that HIV is the cause and AIDS is the effect.

How can we know if we are infected (HIV positive)?

A simple blood test can tell you if you have the infection. The test is called an "HIV antibody test". **If the results of the test are positive**, it means that you have been infected by the virus and that you can infect other people if you do not take certain precautions. **If the result of the test is negative**, it means that HIV antibodies were not found in your blood at the time of the test. In most cases, it takes about three months after being contaminated for the antibodies to appear in your blood. However, in some rare cases it can take up to 6 months for your body to develop the antibodies. Therefore, you should take the test a second time 6 months after your first test to be sure that you have not been infected.

AIDS is the last stage of an HIV infection.

How do you get infected with HIV?

The virus is transmitted from an infected person to another when there is an exchange of body fluids such as:

- Blood from of an infected person.
- Semen or vaginal fluids of an infected person.

There is also a high risk of HIV transmission in the following cases:

- Sharing injection needles or syringes in a group.
- Sharing the razor of an infected person.
- From an HIV infected woman to her baby through pregnancy, delivery or through breast milk.
- Having unprotected sex (i.e. not using a condom in a proper way) with many partners.

Remember, these infected or contaminated fluids can be transmitted during sexual relations or when several people use the same needle.

An infected pregnant woman can infect her baby during pregnancy, childbirth or when breast-feeding. Therefore, it is desirable for pregnant women to take the test to know their HIV status. This will help them plan their pregnancy.

HIV cannot be transmitted through day - to - day social interaction

- There is no risk in touching or embracing an infected person, nor in shaking hands with him/her.

- Insects and animals in a house cannot transmit HIV.
- You cannot get the virus by using the same cup or plates of someone who has the virus.
- Some people are afraid to become infected with the HIV when donating blood (giving blood), but that is not possible if certain precautions are taken. For each blood donor, a new and sterile needle must be used. The blood collected from the donors is always examined to check if it is infected. Therefore, blood donation is safe.

Similarly, blood transfusion (receiving blood) that is carried out using appropriate instruments is generally safe.

Are there any symptoms of HIV?

There are no symptoms of HIV infection. That's why it is so important to protect yourself. You cannot identify an HIV positive person just by looking at her/him.

Symptoms of AIDS

By now you understand that people who have AIDS are unable to fight common infections because their body's defence mechanism (immune system) is damaged and compromised. Therefore, people who have AIDS are exposed to many kinds of infections, including some rare cases of pneumonia, and they can develop skin cancer or other types of cancer. T.B is yet another of the common form of infection.

Ways of preventing HIV infection

You can avoid becoming infected by HIV either by abstaining from all sexual activity, being faithful to your partner (provided both partners are faithful to each other) or by making sure that you take the necessary measures to protect yourself, such as using a condom in a proper way.

It is important that you discuss with your partner the different precautions you and your partner could take to protect each other from HIV infection. Accept to have sex only with partners who agree to use latex condoms. If used properly, condoms can protect both of you, but keep in mind that condoms are not 100% safe. Avoid using unsterilised instruments (such as injections, needles, etc.) that can pierce your skin. Do not share or use personal belongings such as blades or razors.

What to do in case of an infection?

If you have taken risks and fear that you may have been infected, go to see your doctor/counsellor right away, or go to a clinic for Sexually Transmitted Infections (STI) prevention or an HIV testing centre. After counselling, a blood sample will be taken to test for HIV antibodies. All the information given will be kept confidential. If you have been exposed to the HIV infection, you must tell your sexual partners and any person you may have shared a syringe or needle with. You might want to tell them yourself, but if you feel uncomfortable, talk about it to a counsellor, nurse or your doctor. They can help you.

Why is it important to seek counselling?

Being or thinking you are infected with HIV can be a very stressful experience. Counselling can help you deal with the emotional, social and personal aspects of being HIV positive. Speaking to a counsellor could also help you in making personal decisions.

Often the counsellor will be a skilled person especially trained in technical aspects of HIV/AIDS (such as a nurse, doctor or social worker), however, with proper training any member of the local community, regardless of their educational level, can become a counsellor (e.g. a teacher, village leader, or religious leader). Counselling, when combined with testing, is referred to as Voluntary Counselling and Testing (VCT).

VCT centres are set up to enable people to make personal choices about HIV testing. Such centres provide confidential counselling services to people before the HIV test (pre-test counselling) as well as after the test (post-test counselling).
Counselling services are most beneficial for:

- Pregnant women, or women planning to have a child (both HIV positive and HIV negative).
- Children, including those living with HIV/AIDS, or who are part of a family in which one or both of the parents are either infected with the virus or have died of AIDS.
- Young people, both in and out of school, practicing risky behaviour.
- Injecting drug users (especially those sharing needles).
- Sex workers and their clients.
- Other socially marginalised or vulnerable groups such as men who have sex with men, women having sex with women or transgender individuals, migrants and refugees.

Treating HIV and AIDS

At the moment, there is no vaccine against HIV infection and neither is there any cure for HIV infection or for AIDS. Once infected, the virus will remain in the body. Medications are now available to slow down the progress of the illness, but no treatment exists that can completely cure HIV infection or AIDS. However, great progress is being made, and research is continuing to find a vaccine for HIV and a cure for AIDS.

Exercise

1) If a participant says the following, how would you react?
" I am a teenager, I am young and healthy. I will not get HIV when I am making love. That cannot happen to me."

2) Answer the following:

a) Give the definition of AIDS.

b) Describe three ways in which HIV infection can be transmitted

c) Explain the ways in which HIV cannot be transmitted.

d) Describe the different ways of preventing an HIV infection.
e) What is the difference between being HIV positive and having AIDS?
f) List the different types of risky sexual behaviour.
g) List the different types of risky non-sexual behaviour.
h) In your opinion, why are women and children more vulnerable?
i) What does VCT mean?
j) Why is it important to be counselled before and after the HIV anti-body test?
k) Why is it essential to maintain confidentiality during counselling?
l) Is there a vaccine or a cure for HIV?

Things to Remember

HIV is by no means inevitable. We can avoid it as long as we adopt the right behaviour and attitude. The community should pay attention to the following aspects:

- Adopt responsible behaviour, including safe sexual behaviour.
- Attend to the psychological and material needs of people living with HIV and AIDS (affection, solidarity, care, empathy etc.)
- Respect the rights of people living with HIV and AIDS and ensure confidentiality.
- Everyone should get tested to know their HIV status so that they can plan their life.
- Remember HIV kills the body but stigma and discrimination kills the soul.

Section 4: What are the principles of democracy and what are the principal human rights?

By the end of this section you should be able to:

- Explain the concepts of human rights and democracy.
- Popularise these concepts in the community.
- Take these concepts into consideration in all the learning centre's activities.

Case Study

In the case study presented in Section 1 of Module 1, the village chief had called a meeting in the village square to decide what to do about the water conveyance project which had been established by the government. It required a substantial financial contribution from each village wanting to benefit from it.

The meeting included heads of families, presidents of associations (associations of women, youth…), representatives of former village inhabitants who had moved to the capital city, locally elected officials, traditional religious chiefs and notables, the president of the agricultural cooperative, etc.

During the meeting the village chief allowed each person to express herself/himself freely, without any distinction of age, gender, origin, wealth, social class, etc. All opinions were listened to with the same amount of respect. At the end, a decision was voted. A large majority emerged to support a contribution per person that would be established according to each person's financial capacity. It was similarly decided that a certain amount of community funds would also be used to complete the required contribution.

An elderly person who, along with a minority of others, had voted for an equal contribution from each person, spoke at the end to say that they accepted the decision. This person also thanked the village chief for the way he managed the village affairs, and expressed support for him in the upcoming elections for village chief.

- **Which method did the members of the village use to make decisions about issues that concerned everybody?**
- **Why did the village chief choose this method?**
- **What are the advantages of doing things this way? Are there any drawbacks?**
- **Does everyone enjoy the same opportunity to exercise their rights? Do certain groups need a little extra help in expressing themselves?**
- **How is the chief chosen in this village?**
- **Who participates in this choice?**
- **With regard to issues that concern everybody, are certain people excluded from decisions-making process?**

In the case study above, we see that in this village:

- All members of the community are free and equal in dignity and in rights (women, men, nobles, caste members, elected officials, etc.)
- There is no distinction, particularly concerning race, colour, national or social origin, wealth, birth or other situation.
- The community members have a right to express their opinions regarding all the issues without fear of retaliation.
- The community members have the right to create independent associations, as is shown here by the women's association.

These are all examples of situations where the members of the village exercise some of the main principles of human rights and of democracy. Everyone enjoys the same rights and is equally respected. Also, by accepting the choice of the majority, they used a democratic approach to come to a decision. Indeed, everyone, even those who were not in favour of the final decision taken (a participation according to the financial capacities of each community member), was willing to accept and respect the choice made by the majority.

Teaching, emphasising and encouraging the application of human rights and democracy in all activities of the community is a means of promoting social peace and harmonious development.

Learning Points

What are the principal human rights?

Principal human rights are the fundamental rights belonging to each individual. These rights include the right to health, education, shelter, employment, property, food, freedom of expression and movement. The principal human rights represent the basic standards without which a person cannot live in dignity.

The principle human rights are described in the Universal Declaration of Human Rights, adopted by the General Assembly of the United Nations on 10 December 1948.

Section 4: What are the principles of democracy and what are the principal human rights?

Below are some of the core aspects of the Universal Declaration of Human Rights, grouped under four main headings:

- **A right to equality:** The first article of the Universal Declaration of Human Rights states that "all human beings are born free and equal in dignity and human rights". This means that no person should be denied his basic rights because of her/his race, colour, sex, language, religion, political or other opinion, national or social origin, birth or other status.
- **A right to life, liberty and security:** By this it is meant that each person has the right to be recognised as an individual before the law. This same law must be applied to protect her/him from all forms of discrimination. This same law (or laws) must protect her/him from torture, inhuman and cruel treatment. The right to liberty means that no person shall be considered a slave.
- **A right to personal freedom:** Each individual is entitled to her/his own opinion and to the right to express it freely.
- **A right to economic, social and cultural freedom:** These rights cover the social, cultural and economic aspects of a human's existence. Among them is the basic right to education, health, the right to marry freely (or to refuse a marriage) and to enjoy equal rights during and after the marriage.

What are the principles of democracy?

Democracy exists at many levels. At the national level, it is a political regime where the people, or rather their representatives (persons who are elected to defend the rights of the whole population) hold the power. On a smaller scale, as in the case of a village, it is more a social organisation where individuals come together to take decisions that will affect their lives and that of their community as a whole.

Yet, no matter the level at which democracy is exercised, it must follow some basic principles. The main ones are listed below:

- **Public participation:** In a democracy, decisions are voted on. Everyone concerned participates in this vote, be it for a person (elected leader) or a project (funding a water conveyance project). All the community members of voting age have the right to vote. Public participation also means that the each adult community member has the right to present her/himself as a candidate during elections. Similarly, each person has the right to form independent associations or organisations, including independent political interest groups.
- **Equality:** In democracy, every individual (without distinction of birth, wealth or capacity) holds sovereign power and has the right to express their will by voting. Each person must be treated equally and without discrimination.
- **Tolerance:** In a democracy, the decisions are made based on the will of the majority. Even so, the interests of minority groups must not be ignored. Each person is free to express her/his opinion and to join the political, social or religious group of her/his choice. Finally, each individual has the right to express her/his opinions about political issues without fear of retaliation.

- **Accountability and transparency:** Elected officials are accountable to the whole community for their actions. They must be able to explain their decisions and the way that they are implemented. Before taking a decision they must give the community members a chance to discuss it.
- **Regular, free and fair elections:** The members of the community must be free to vote for the person of their choice during elections. They mustn't be bribed or feel threatened before or during an election. In the same manner, the results of a fair and free election must be accepted and respected by the whole community. When electing public leaders, the elections should be done in a periodic, fair and transparent manner.
- **Rule of law:** This rule states that no one is above the law. The same sanctions must be applied to anyone who breaks the law (regardless of their status, religion, sex, ethnic background etc.)
- **Human Rights:** The basic human rights of the community members must be protected.

What is the facilitator's role in democracy and human rights education?

In the areas of democracy and human rights the facilitator should be able to:

- Make people aware of rights and democracy in the community and particularly in the learning centre in order to avoid conflicts.
- Pay special attention to vulnerable groups and individuals, helping them to be a part of the democratic process, giving them a voice, and even advocating for affirmative action where this is necessary.
- Allow for the acquisition of skills that will permit learners to take appropriate action for the protection of the rights of women, children and vulnerable groups.
- Promote skills that will enable learners to try to redress wrong actions caused when rights are violated through techniques such as brainstorming, discussions, dialogue, question and answer sessions or discussions with experts.
- Promote the acceptance of diversity and tolerance through techniques such as brainstorming, discussions, dialogue, questions and answers or consensus building with the participation of experts in the community.

Exercise

1) Based on the information given above in the "Learning Points", ask your class to imagine a play that shows how a democratic state works.
2) What are some examples of non-respect for human rights that you have seen in your region?
3) What are the situations of disrespect or non-respect of democratic rights that you have seen in your locality?
4) How can the equal participation of everyone in decision-making processes be ensured?
5) What will the rules be for governing your class? Who will write these rules?

Section 4: What are the principles of democracy and what are the principal human rights?

Things to Remember

Education should aim to fully develop the human personality and strengthen the respect for human rights and fundamental liberties. It should contribute to understanding, tolerance and friendship between all nations and all races and religions, as well as the development of the United Nations' activities aimed at maintaining the peace.

The community and the classroom both offer abundant opportunities to apply the principles of democracy and human rights. In this context, participants in the literacy courses can popularise these rights and democratic principles in their communities, which can thus become model villages.

The literacy centre itself can be made into a laboratory to explore the various principles of democracy and human rights by its organisation, functioning and the good examples it produces.

Module 1: Community Sensitisation and Mobilisation for Development

Section 1: What is a community?

(Page 5)

Answers to the exercise:

Personal notes:

Answers and personal notes

Module 1: Community Sensitisation and Mobilisation for Development

Section 2: How do we enter a community?

(Page 7)

Answers to the exercise:

Personal notes:

Module 1: Community Sensitisation and Mobilisation for Development

Section 3: How can we find out the way a community works?

(Page 11)

Answers to the exercise:

Personal notes:

Answers and personal notes

Module 1: Community Sensitisation and Mobilisation for Development

Section 4: Why should we mobilise the community?

(Page 13)

Answers to the exercise:

Personal notes:

Module 1: Community Sensitisation and Mobilisation for Development

Section 5: What are the techniques for mobilising a community?

(Page 15)

Answers to the exercise:

Personal notes:

Module 1: Community Sensitisation and Mobilisation for Development

Section 6: How can we integrate marginalised groups or individuals?

(Page 17)

Answers to the exercise:

Personal notes:

Module 2: Identifying the Needs of the Learners

Section 1: What are learning needs?

(Page 23)

Answers to the exercise:

Personal notes:

Answers and personal notes

Module 2: Identifying the Needs of the Learners

Section 2: Why is it important to identify learning needs?

(Page 25)

Answers to the exercise:

Personal notes:

Module 2: Identifying the Needs of the Learners

Section 3: How do we identify learning needs?

(Page 28)

Answers to the exercise:

Personal notes:

Answers and personal notes

Module 2: Identifying the Needs of the Learners

Section 4: How do we relate learning needs to daily lives?

(Page 30)

Answers to the exercise:

Personal notes:

Module 2: Identifying the Needs of the Learners

Section 5: How do we adapt core curriculum to the learners' needs?

(Page 32)

Answers to the exercise:

Personal notes:

Module 3: Organisation, Running and Management of a Community-based Learning Centre (CBLC)

Section 1: How do you set up and run a community-based learning centre (CBLC)?

(Page 39)

Answers to the exercise:

Personal notes:

Module 3: **Organisation, Running and Management of a Community-based Learning Centre (CBLC)**

Section 2: **How do we set up and run a management committee for a community-based learning centre?**

(Page 42)

Answers to the exercise:

Personal notes:

Module 3: Organisation, Running and Management of a Community-based Learning Centre (CBLC)

Section 3: How do we make a community-based learning centre more attractive?

(Page 44)

Answers to the exercise:

Personal notes:

Module 3: **Organisation, Running and Management of a Community-based Learning Centre (CBLC)**

Section 4: **How do we plan and organise the activities of a community-based learning centre?**

(Page 46)

Answers to the exercise:

Personal notes:

Module 3: Organisation, Running and Management of a Community-based Learning Centre (CBLC)

Section 5: How and why do we present an activity report for literacy programmes?

(Page 48)

Answers to the exercise:

Personal notes:

Module 4: Facilitating Adult Learning

Section 1: Which non-formal basic education and for what purpose?

(Page 56)

Answers to the exercise:

Personal notes:

Module 4: Facilitating Adult Learning

Section 2: What are the characteristics of adult learners?

(Page 58)

Answers to the exercise:

Personal notes:

Module 4: Facilitating Adult Learning

Section 3: What are the main adult learning principles and techniques?

(Page 62)

Answers to the exercise:

Personal notes:

Module 4: Facilitating Adult Learning

Section 4: How do we prepare a lesson?

(Page 66)

Answers to the exercise:

Personal notes:

Module 4: Facilitating Adult Learning

Section 5: How do we prepare supplementary learning aids?

(Page 68)

Answers to the exercise:

Personal notes:

Module 4: Facilitating Adult Learning

Section 6: How do we create a positive learning environment?

(Page 71)

Answers to the exercise:

Personal notes:

Module 5: Assessment of Learning Achievement

Section 1: What is an assessment and why should we assess?

(Page 77)

Answers to the exercise:

Personal notes:

Module 5: Assessment of Learning Achievement

Section 2: What and how should we assess?

(Page 80)

Answers to the exercise:

Personal notes:

Module 5: Assessment of Learning Achievement

Section 3: Do we use the results of an assessment?

(Page 82)

Answers to the exercise:

Personal notes:

Module 6: Capacity Building for Sustainability

Section 1: How can we build the capacity of communities to ensure sustainability of the centre's activities?

(Page 89)

Answers to the exercise:

Personal notes:

Module 6: Capacity Building for Sustainability

Section 2: How do we encourage participants to take on responsibilities within their locality?

(Page 91)

Answers to the exercise:

Personal notes:

Module 6: Capacity Building for Sustainability

Section 3: How do we make a programme sustainable?

(Page 94)

Answers to the exercise:

Personal notes:

Module 7: Capacity Building for Sustainability

Section 1: How do we prevent and resolve conflicts?

(Page 102)

Answers to the exercise:

Personal notes:

Answers and personal notes

Module 7: Capacity Building for Sustainability

Section 2: How do we deal with gender-related issues?

(Page 106)

Answers to the exercise:

Personal notes:

Module 7: Capacity Building for Sustainability

Section 3: What do we need to know about HIV and AIDS?

(Page 111)

Answers to the exercise:

Personal notes:

Module 7: Capacity Building for Sustainability

Section 4: What are the principles of democracy and what are the principal human rights?

(Page 116)

Answers to the exercise:

Personal notes:

Suggestions for developing a local version of the Handbook

Below are some elements for consideration when developing the local version of the Handbook. These are by no means binding and are given here merely as a guideline.

1. If a translation is required, it should:

- Respect the text of the original version of the Handbook for Literacy and Non-formal Education Facilitators in Africa.
- Ensure the clarity of the concepts.
- Use easy and simple language.
- Ensure the consistency of terminology, definitions, etc throughout.

2. Adapting the text:

Names: Names of people and places should be replaced by their local equivalents. A parity between male and female characters should be observed.

Terminologies: Appropriate terms in the local language should be sought and used. This terminology should be respected throughout the Handbook. It is advised to use English terms alongside the local ones.

Examples: All examples should reflect local context. Local experiences can be highlighted in a box.

Language: Adapt the language to suit the learners' comprehension level. The language of the Handbook should be easy to understand. If there are any provincial variations, they should be mentioned either in the annex or in the introduction.

Inclusion of local case studies: Each country should use relevant local case studies to generate more interest among the users.

Format and size: Each country may decide to use different size and paper for printing the local version.

3. Adaptation of Illustrations:

Forms of illustration: Local and familiar forms of illustration (cartoon, stick figures, natural, abstract, etc.) should be used.

Photographs: If illustrations are not available, photographs can be used instead.

Context: The elements portrayed (illustration backgrounds, peoples, costumes, food, furniture, etc.) should respect the local context (especially rural context).

Attractiveness: An attractive style of illustrations should be used, clearly portraying the content of the section or module.

Usefulness: To make illustrations more meaningful so that they may serve as a tool for discussion, different tones, styles and forms should be used (shading, boxes, symbols, etc.)

Clarity & measurement: Illustrations should be clearly drawn and in an appropriate size.

Annex

4. Editing of the handbook:

There should be two types of editors: a language editor and a content editor. The chief editor will compile the comments of both the language editor and content editor in order to prepare a final version of the adapted Handbook. The chief editor should ensure that the language is easy and simple and that it takes into account the level of the readers. Similarly, s/he should ensure that the concepts of the Handbook are clearly understood by the readers. The chief editor should also ensure there is nothing mentioned in the Handbook which might create any controversy, be it political, social, religious or cultural.

The chief editor should also supervise the proof reading of the final version and give the final validation for printing.

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Educational, Scientific and
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